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ABSTRACT

Summaries of papers from the 1978 National Conference on Academic Advising are presented. Among the 58 papers are the following: "Faculty Advising as Faculty Development" (Howard Kramer); "Student Self-Assessment Systems and Academic Advising" (John H. Clarke, Christopher Robles, Joanne Yphantis); "Development and Utilization of a Peer Advising System" (Sara Looney, David L. Anderson, Paul D. Andrews); "A Centralized Academic Advising Delivery System for Small Private Liberal Arts Colleges" (Michael C. Keller, Karen Stefanick, John Teusink); "Integrating the Academic and Career Advising Process for Exploratory College Students" (Virginia Gordon, Joe Weaver); "A Diverse Approach in Advising for a Diverse Student Population" (Anne M. Rice); "New Student Orientation and Advising" (John H. Borgard, Nancy Millner, Stephen Lenton); "Basic Types of Academic Advisement" (E. Bruce Potter, Donea L. Shane); "Career Planning and Decision Making" (Virginia Gordon, Walter W. Adams, John Argeropoulos); "Cognitive Learning Styles: An Innovative Approach to Academic Advisement" (Herbert Zagarow, Art Lundahl, Clyde Stearns); "Strategies for Developing Academic Advisor Training Programs" (June P. Blatt); "Pre & Post Registration Advisement: A Shared Responsibility" (Joseph Zielinski, Elizabeth Henry); "Small College Advisement: Campus-Wide without a Center" (Clifford B. Garrison, Harry M. Langley, Ronald L. Keller); "Fear of Failure/Success in College" (Mary Tate, Judith Atlee); "Integrating Basic Skills Education and Freshman Advising" (William T. Daly, Thomas Grites); "Contracting for Advising Services" (Robert E. Gardner); "Twenty Years of Testing, Counseling and Advising at Penn State" (James Kelly, H. W. Wall, Eric White, Linda Higginson, Edward Danis); and "Student Evaluation of Academic Advisors" (James T. Caldwell, Dan Wesley). (SW)

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PROCEEDINGS

SECOND NATIONAL CONFERENCE ON ACADEMIC ADVISING

"IMPACT: ADVISING MAKES THE DIFFERENCE"

October 8-11, 1978
Holiday Inn Rivermont
Memphis, Tennessee

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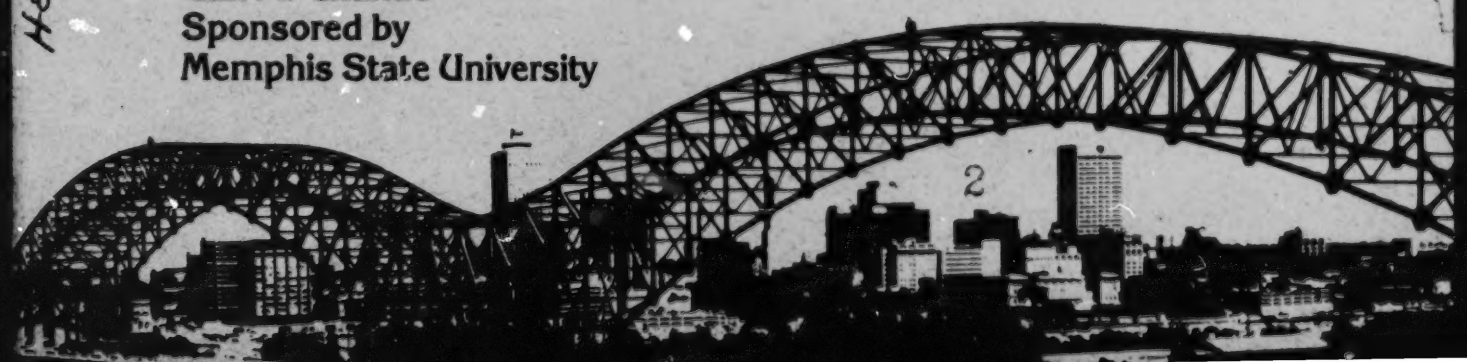

SECOND NATIONAL CONFERENCE ON ACADEMIC ADVISING

FOREWORD

This publication contains the summaries of the Second National Conference on Academic Advising held in Memphis, Tennessee, on October 8 - 11, 1978.

Much has happened since the historical first conference held in Vermont in 1977. In less than two years we have established strong committees, developed Bylaws, and incorporated. Our name is the National Academic Advising Association (NACADA) and chapter memberships are rapidly arriving. Final plans have been made for the Third National Conference on Academic Advising. NACADA will meet in October in Omaha, Nebraska.

Most of the summaries included were prepared by presenters at the Memphis conference. It is again our hope that this document will be a comprehensive resource for conference participants as well as for those who could not attend last year. Authors may be contacted directly for additional information.

Carl Chando was directly responsible for this publication. He spent hours editing and compiling these conference proceedings. We are indebted for his compilation of this important document.

Frank M. Dyer, Jr.
Conference Coordinator, Second
National Conference on Academic
Advising and
Treasurer, Steering Committee,
NACADA

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* Program summaries for these sessions were not received. Abstract was taken from either the original program proposal or summarized from a tape recording of the session. For more information regarding specific content of these sessions, contact program presenters.

"FACULTY ADVISING: A PART OF FACULTY DEVELOPMENT"

Presenter: Dr. Howard C. Kramer, Director of Research & Planning, Division of Campus Life, Cornell University

Advising by faculty may be characterized as a process that provides benefits for the institution, the student and the advisor. Advisor development may be a significant part of a faculty development effort, and will become so if advising is perceived by the institution as a significant activity and if faculty development is a need in the organization.

To organize and supervise advising services, I propose that one person, the coordinator or manager of advising, be appointed. The coordinator is the advisor of advisors, helping them confront, understand and act on issues that will improve their advising service, yet serving as a model, an assistant, an interrogator, a confidante, to facilitate the educational process of learning about self. Thus, the advising coordinator also is a manager or coordinator of faculty development. Helping advisors become better advisors is a part of a larger faculty development effort.

Why should we consider such a proposal? Why should advising and development of faculty be linked?

1. Because improvement in one sphere of faculty competence may affect the quality of work in another sphere.
2. Because teaching and advising make demands on the whole personality of the instructor. For significant change to occur, emotions and affections must be engaged as well as ideas and cognitions.
3. Because change requires a challenge to a person's habit pattern, it must be strong enough to stimulate new forms of behavior but not so strong as to overwhelm the person.
4. Because advising is likely to be seen by those in an institution--students, administration and faculty--as a necessity to be provided--thus efforts to provide comprehensive and competent advising assistance is a justified activity and is sanctioned by institutional leaders.
5. Because, although important, advising is not the major work responsibility of the faculty member--thus efforts to discuss, change, improve or evaluate advising may be less threatening than similar efforts in areas of teaching, research or other forms of service.
6. Because there may be differences between a person's espoused theory of their behavior and their actual behavior.
   A. That is, people aren't aware that what they say they do, their perceptions of their behavior, and their actual behavior are not always the same.
   B. Furthermore, persons don't know why they do what they do.
   C. If questioned, persons likely will use prior assumptions about causes of their behavior rather than direct introspection to explain their behavior.
   D. It is difficult to follow (perform) your espoused theory of behavior (to do what you say you'd like to do or are doing).
   E. For this reason, persons benefit from external assistance to help reach this goal.
7. Because, motivation to change is insufficient. Evidence suggests that motivation without assistance is less likely to result in significant change than if assistance is provided.
8. Because, although teaching and learning are individual activities, they occur within a social context. In other words, by working with the advising system, the coordinator may help individuals with change, and help with institutional change or changes in the environment.
9. Because of recent research on adult development. We should consider linking advising and development because recent research on adults have begun to show that complex and life-altering growth is a natural occurrence for adults. Adults may provide sensitive and helpful assistance to the development of adolescents in direct relation to the understanding they have of their own growth and development. Here again, the advising coordinator attempts to assist persons, in this case advisors, learn and cope with the developments that arise in their own lives.

How does one go about such a task? How can advising serve such a purpose?

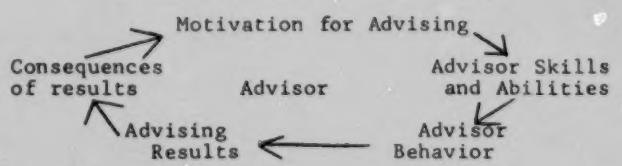
By having someone who can deal directly, personally and confidentially with the advisor.

I propose that the advisor coordinator be this person. Much of what this person does concerns interaction with individual advisors.

The coordinator interacts with the advisor about advisor perception or behavior in categories described in Figure 1.

Figure 1

Coordinator Intervention Cycle



Some questions, illustrative of this exchange between coordinator and advisor are found in Figure 2.

Figure 2

1. How is advising defined?
2. What does advisor do?
3. Why does advisor choose this action?
4. What results are achieved?
5. What, if anything, does the advisor desire to change?
6. What assistance does advisor require?
7. What are the consequences for the advisor? the advisee? the coordinator?

In some ways, the advising manager is involved in activities of specifying and contracting with the advisor. That is, the advising manager and the advisor review what the advisor has done, will do, should do, to achieve advisor objectives.

According to Jerry Gaff in "Toward Faculty Renewal, 1975" faculty will change when:

A. They have knowledge about alternative ways of behaving
B. They have the belief that change is desirable
C. They believe that they can change in the desired ways
D. They receive nonthreatening feedback about their behavior
E. They are praised, recognized and rewarded for effectiveness and improvement.

A program such as that described here may be considered:

1. When providing or improving advising is seen as important
2. When development of faculty as resources of the institution is perceived as a sound investment for the future
3. When senior officials provide adequate financial support for such programs
4. When senior officials are willing to deal with the effects of increased resentment and resistance that such programs are likely to generate.
5. When pressures on the institution indicate that to not undertake such efforts is to weaken or compromise the mission of the institution, and finally
6. When financial constraints indicate that programs which serve two purposes (A) improving advising, and (B) improving or assisting faculty, are of value to the institution.

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"STUDENT SELF ASSESSMENT SYSTEMS AND ACADEMIC ADVISING"

Presenters: **Dr. John H. Clarke**, Instructional Development Center, University of Vermont
Toni B. Trombley, Director, Advising Referral Center, University of Vermont

Are matriculating college freshmen overtested? If we bothered to search public school records, we would certainly discover an impressive volume of statistics for our college Freshmen. Most come to us with PSAT and SAT scores for ability and achievement. Many come with ACT scores. Some appear with Merit Test results. A close record review might reveal Iowa scores, WISC, Army Alpha and even CPI or MMPI profiles. Is this testing enough? No.

The results of standardized tests may get students past the college admissions office, but they prove absolutely useless thereafter. Such scores may help predict a student's success in college, but fail entirely to help students achieve success. All students who enter college, whatever their record of standardized scores might show, need help in clarifying their goals, identifying potential problems, selecting a fruitful path through college and evaluating progress toward goals. Students need a testing system, integrated with an advising system, that helps them know themselves and the college environment so that they can effectively direct their own growth.

Conventional tests do not produce results that help students solve their learning problems. In the same way, studies of people crushed by trains do not help passengers discover beneficial ways to utilize the transportation system. A study of train wreck victims might start with a count of the parts, analyze through regression volumes of demographic statistics or perhaps compare the differential effects of locomotive and caboose. Such a study would miss the main question: How can potential train wreck victims get on the train rather than under it?

How can college students improve their experience and avoid the pitfalls of life on a college campus? Clearly, advising helps answer this question, but advisors need tools in their work as much as instructors need teaching materials. We need to build tests that students can use to "take their own temperature," working with an advisor who knows how to locate solutions for any problems that might be identified in the results. As the following comparison shows, self assessment testing might bear little resemblance to conventional testing.

Comparison of Standard and Self Assessment Testing

	Conventional	Self Assessment
Purpose:	Selection of Students	Understanding of Self in College Environment
	Comparison of Students	Identification of Strengths and Weaknesses
	Prediction of Success	Prevention of Problems

Method:		
	Professionally Administered	Self Administered
	Scores compared to statistical norm	Scores compared to personal criteria
	Admissions Tool	Advising Tool
Results:		
	Stratification of Group	Motivation of Individual
	"Limits" ascribed to individual	Limits removed from individual
Philosophy:		
	Descriptive "Determinist" emphasis	Diagnostic "Free choice" emphasis

We envision the development of "home grown" self assessment tests, built to connect a specifically defined body of students who face specific academic problems with campus resources specifically developed to help students with problems.

Stanford Erickson, Director for the Center for Research on Learning and Teaching at the University of Michigan, likes to point out that the factors isolated by standardized measures of ability make up about 25% of the prediction of achievement in college. The remaining 75%, tied up in the skin of each student, consists of skills and attitudes that present tests do not measure. These are skills and attitudes that are subject to influence through advising, and that might be revealed and understood through a carefully designed set of self assessment tests. The crucial 75% - skills and attitudes - should be regarded as the rightful province of all efforts in education.

The University of Massachusetts in Boston began in 1975 to build a self assessment testing program from all entering Freshman. On a conventional model, a math diagnostic and writing sample were used in advising students in the selection of math, science and English courses. Results from the Brown/Holtzman, Survey of Study Habits and Attitudes were used with limited success to guide students toward counseling or intensive advising. More to the point, a "home grown" self assessment test of study skills was produced to move students towards voluntary participation in remedial programs.

The home grown "Self Assessment Survey" evolved from the observation that many of the University's non-traditional students could not:

A.	Read:	1. quickly
		2. with high comprehension
		3. with interpretive skill
B.	Relate	4. facts to concepts
C.	Write	5. clear English sentences
		6. in conventional focus

For each of the six skill areas, a test section was written and a program of tutorials or classes was designed. Students scored the tests themselves and, in consultation with an advisor, enrolled in appropriate remedial services. More than 30% of twelve hundred entering freshmen in the first year used their results to find the help they needed. However, tests of learning skills cannot identify all of the problem areas that may confront a college freshman.

If conventional testing is of limited usefulness, to traditional students, it is even less useful to non-traditional students - people who gain admission to college on the basis of criteria other than high school test scores. These days, a college freshman is not necessarily a young 18 year old, straight out of high school student. More and more frequently, non-traditional students are entering the University after several years of other experience. Such students need testing that helps them recognize and compensate for problems they may face.

Non-traditional students, defined here as being 25 years of age or older, can generally be seen as more work-experienced and self-determined than students who enter college with traditional preparation right out of high school. However, non-traditional students are entering an unfamiliar environment. Therefore, they may lack confidence in academic skills and ability to meet the financial and emotional commitments. Generally, the non-traditional students are married, have children, live off-campus, have an inflexible work and study schedule. They frequently lack knowledge of how to make use of university resources. Being minority students they often feel isolated from the rest of the student body. A recent comprehensive study by the University of Massachusetts at Amherst (1975) supports the idea that these factors differentiate the non-traditional from the traditional student. Survival skills are paramount to success in college, particularly for non-trditional students. They find themselves in an environment designed with younger people in mind. Although various university departments could be sensitive to their needs, the students rarely even approach them with questions. Isolated from each other, they are unaware of the power they could carry as a group. Non-traditional students need to be assertive. They must communicate needs and demands to the University so that it will become more responsive. Self assessment testing would enable such students to recognize their needs and communicate them clearly to college officials.

Even more, than with traditional students, advisors of non-traditional students must help them find ways to bridge the chasm between their off-campus and on-campus life. The basic skill needed for survival is an ability to verbalize strengths, limitations, and ambiguities in the academic, financial, social and psychological areas. Academic Advisors can help these students assess their ability to deal with the campus environment. A self-assessment survey such as that introduced earlier provides one way in which advisors can aid their students. A self assessment survey is important because its implicit message to the student is: "given an opportunity, I believe that you have the resources to be able to identify potential problem areas yourself. With this knowledge, you will be able to communicate your needs, and seek solutions." The role of the advisor becomes one of support and guidance in the self-assessment process.

Once the student has identified areas of concern, the advisor can help him or her decide on a plan of action to find the help he or she needs in each of the problem areas. Dividing the concerns into realms of influence reminds the student and advisor that none of the problems identified can be totally isolated from one another. The following diagram shows the probable realms of influence on the students' experience.

Educational Background

Balancing Competing Priorities

Communication Skills

Social Skills

Coping with Bureaucracy

Self assessment instruments are needed for each of these areas--and for all areas combined. An identified academic remedial need, such as a math deficiency, can best be understood in the context of the total person. For example, to increase proficiency in math, the student must be aware of competing priorities (work commitments), educational background (length of time since he or she has worked with figures), and so on. The information gained from a look at all influences on the students' experience can aid them in making better choices and decisions.

Although the experiences that separate the traditional from the non-traditional student should be regarded as valuable; adjustment to the University setting is bound to present some difficulties. Difficulties that exist should be quickly identified. A comprehensive self assessment survey taking into consideration all realms of influence on the student, can be a tool to aid in that identification. College advisors themselves should begin building brief self assessment instruments that give students a comprehensive view of themselves in the learning situation. Students armed with knowledge of their strengths and weaknesses will exert greater control over their own education and improve their own college experience.

"DEVELOPMENT AND UTILIZATION OF A PEER ADVISING SYSTEM"

Presenters: **David L. Anderson**, Director, Career Development
Paul Andrews, Counselor
Sara Looney, Director of Academic Advising
State University at Fredonia, New York

BACKGROUND

In the Fall of 1974, a committee was formed to review the quality of academic advising at the State University College at Fredonia. It was generally felt that the existing advising system was inadequate. The committee suggested that while the problem was obviously multidimensional, advising might be improved through varying the delivery system. A survey of students indicated that 74% of those responding would use peer advisors if they were available. Based on this information, a pilot program for peer advisors was established. During the Spring of 1975 a sub-committee consisting of academic and student affairs staff members outlined a training program and submitted a proposal to the campus academic affairs committee for a credit bearing training and practicum course. The first training class was selected and training began in the Fall of 1975. What follows is an outline of the program as it presently exists.

SELECTION OF PEER ADVISOR

Applicants for the program must have at least a 2.2 grade point average, submit a completed written application form with three reference letters, and complete a series of interviews. The application form asks the candidate to assess his/her potential as a Peer Advisor and to indicate competencies he/she may have to develop. Reference persons are directed to prepare a statement of the candidate's judgement, reliability, ability to relate to others, knowledge of the campus, and related factors. When application materials are received, each candidate has an individual interview with a Program Coordinator and two group interviews with trained Peer Advisors who constitute the Selection Committee. Candidates are evaluated on their ability to relate to others, interest in helping others, openness to suggestions, problem solving ability, assertiveness, familiarity with the campus, and thoughtfulness in planning their own academic program. All interviewers complete a standard interview evaluation form at the conclusion of each interview. The Selection Committee meets with two of the Program Coordinators to determine which candidates will be invited to participate in training.

TRAINING

Peer Advisors receive training in two distinct types of sessions: the initial training, three day-long sessions, held in the beginning of the school year; and the monthly workshops and small group meetings, held throughout the year, which serve as both training and supervision for the Peer Advisors.

Topics covered in the initial training sessions include communications skills, values clarification, career decision-making skills, and academic advising principles. The Peer Advising Handbook, academic policies, programs and procedures, registration, and financial aids are reviewed. Other campus referrals and resources are also discussed. Important goals of these early sessions are to develop self-understanding (and recognition of its importance to any counselor/advisor relationship) and to instill a feeling of group cohesiveness.

The focus of communications skills training is on basic helping and listening behaviors. Extensive role playing is used, with some sessions being video-taped and critiqued by the entire group of trainees. There are two term assignments: an audio-tape of a mock advising session, with a critique written by the interviewer/ trainee; and a written case study of a student with an advising problem.

The second type of training session, monthly workshops and small group meetings, serve both as further instruction for trainees and Peer Advisors and as on-going supervision for all the members of the group. The monthly workshops are meetings of the total group and usually consist of further presentations by academic and administrative personnel, and some short communications skills or values clarification exercises. Small group supervision sessions meet monthly to provide a forum for Peer Advisors to ask questions, solve problems, and generate ideas.

Peer Advisors are currently utilized by the following offices:

Office of Academic Advising
Office of Admissions
Office of Student Affairs
Housing Office
Career Development Office
Counseling Center

PEER ADVISING HANDBOOK

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VII. ACADEMIC AND ADMINISTRATIVE ROSTER

VIII. LISTING OF PEER ADVISORS
LISTING OF PEER ADVISING CONTACT PERSONS

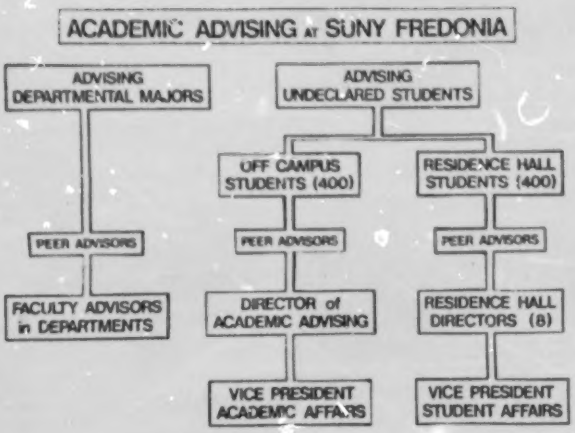
IX. TRAINING MATERIALS

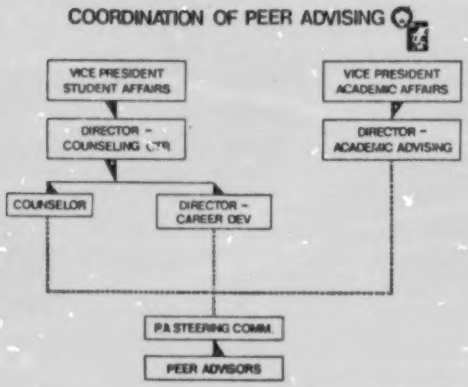
EXCERPT FROM TRAINING MATERIALS

DIFFERENT KINDS OF HELPING

Some Important Differences in Terms:

COUNSELING	- a way of helping people by discussing their concerns; counseling usually involves less advice-giving and less explanation of facts and requirements than might occur in advising; if the concerns being discussed are primarily in a single area, counseling may be described as career counseling, marital counseling, personal counseling, etc.
ACADEMIC ADVISING	- refers to specific academic matters as course selection, programming, dropping and adding courses, selecting and changing majors, and advice rendered to students concerning academic programs and careers
CAREER ADVISING	- is used to describe that form of academic advising that helps students to translate career choices into educational goals and programs and to relate academic curricula to career opportunities
CAREER COUNSELING	- refers to the psychological procedures used in helping a student with self-evaluation and recognition of capabilities, interests, needs, and limitations
CAREER PLANNING	- the process of relating the outcomes of career counseling to information currently available about the world of work





"INTEGRATING THE ACADEMIC AND CAREER ADVISING PROCESS FOR EXPLORATORY COLLEGE STUDENTS"

Presenters: **Dr. Virginia Gordon**, Coordinator of Academic Advisement, Ohio State University
Dr. Joe Weaver, University College, Ohio State University

Educationally and vocationally uncommitted college students present a challenge to any academic adviser and career counselor. Our research has shown that the undecided student who enters The Ohio State University represents many levels of undecidedness about both an academic major and occupational choice. A multimodal approach is required to meet the diverse needs of this particular college population. Our program is comprehensive in that it includes:

1. Individual and group academic advisement based on a developmental approach.
2. An individual and group approach to helping students in academic difficulty.
3. A required one-credit hour University orientation course which is intended to help entering students adjust to the University; also included is a career planning module which provides students with an overview of their educational options and the opportunity to assess their own capabilities.
4. A special orientation course for degree-oriented older adults who are entering the University as freshmen.
5. An extensive information network among University resources including faculty, college counselors, placement directors and student services.
6. A community-based career information service composed of 900 workers in career fields of interest to college students.
7. An extensive adviser training and in-service program.

Undergirding these program approaches is a conceptual framework based on adult development, student development, career development and career decision theories. Academic advisers are trained to recognize the individual student's place in the cognitive development scheme. The advising process is structured around student's ability to comprehend certain levels of information, their level of decidedness and their place in the decision-making process.

Advisers are also trained in career development concepts and career advising approaches. They teach the career planning module in the University orientation course in which undecided students are given the opportunity to explore both academic and career information as well as their own interests, abilities and values. Academic planning and scheduling is built into the career planning module. Students are helped to understand the relationships between educational and career decisions.

Since the number of older adults is increasing and since their needs are different from the traditionally-aged students, a special orientation course to the University is provided. The course includes such topics as time management, study skills, stress, educational and career planning and an introduction to

University resources such as special math courses for adults, assertiveness and test-anxiety workshops.

An advising program is only as effective as its information base. We will describe a model for obtaining academic information and maintaining its accuracy through an organized system. Since students need realistic information about careers from the working world, we will describe the inception and operation of an ongoing "people-bank" composed of volunteers in most of the fields in which students are interested in exploring.

Finally we will describe a very concentrated academic adviser training program designed to instruct personnel in the content and process of academic and career advising. A variety of training methods are used including simulation, role-playing, video taping, small group discussion, field trips, and individually-learned modules.

Our program in its present form has been in existence for five years. During that time we have developed a sophisticated and comprehensive system for advising the undecided. Most aspects of our program are possible to replicate in any educational setting.

"A CENTRALIZED ACADEMIC ADVISING DELIVERY SYSTEM FOR SMALL LIBERAL ARTS COLLEGES"

Presenters: **Michael C. Keller**, Director of Academic Advising, Counseling and Orientation
Karen J. Stefanick, Assistant Director of Academic Advising
John Teusink, Associate Professor, Biology
Aquinas College, Grand Rapids, MI

Although many large state colleges and universities have adopted a centralized academic advising delivery system, there have been few models designed specifically for the small liberal arts college with limited resources and personnel. The purpose of this paper is to highlight one such model and to demonstrate how Aquinas College has been able to integrate a number of academic and student support services, provide a testing/appraisal dimension, a remedial/developmental dimension, and a career-related dimension to the advising/registration process.

This integration was achieved through the reorganization of student and academic support services into an administrative unit called the Division for Student Development. The choice of name was not arrived at by chance: the purpose of the reorganization was to place an emphasis on development. This emphasis is logical not only in that the various advising, counseling, and programming functions performed are directed toward the intellectual, social, emotional and physical growth of students, but also because the thrust of the reorganization was directed at developing a larger, stronger, more stable enrollment and retention rate for the college. As presently designed, the Division for Student Development includes the following units: Recruiting and admissions, financial aid, academic advising, counseling and orientation, career development, student life and activities and athletics.

Parallel with this reorganization there occurred a reorganization of advising services which resulted in a centralized academic advising delivery system. The advantages are:

- -Centrally located Academic Advising Center
- -Corps of Trained academic advisors
- -Availability of Academic Advising Center services
- -Continuity of contact
- -Personalization
- -General rather than departmental interest
- -Advisor as interpretor of requirements
- -Accuracy of information
- -Ease of administration

In addition to these advantages, the centralized advising system as presently designed contains the following elements:

- -A testing/appraisal dimension
- -Registration for classes based on a wide range of objective data rather than on mostly student reported interests or advisor's subjective feel
- -A remedial/developmental dimension to advising/registration
- -Incorporation of a career-oriented aspect to advising/registration
- -An expanded orientation dimension

-Some degree of delegation and significantly better control over the quality of advising

As a result, academic advising has become more centralized. At this time, I would like to discuss each of these components in more detail.

CORPS OF FACULTY ADVISORS

All advisors are hand picked by the Director of Academic Advising and the Academic Vice-President. Realizing that advising remains second in importance only to quality teaching, only highly motivated and enthusiastic individuals are recruited to serve as advisors. All advisors participate in a training session which stresses the relationship of career preparation and the liberal arts, institutional policy, curriculum requirements and alternatives. All advisors participate in a summer advising/orientation/registration program and work from 4-6 hours per week in the Academic Advising Center during the academic year. In addition to a modest sum of money ($400.00) for their services, advising is viewed as their total institutional commitment in non-teaching areas.

TESTING/APPRAISAL DIMENSION

The basis of the testing/appraisal dimension is the McGraw-Hill Basic Skills System, a program designed to indicate a student's strengths and weaknesses in the skills essential to academic success - reading, spelling, vocabulary, and study skills. The system has 3 components - diagnosis, prescription, and relevant instructional materials to develop basic skills.

OBJECTIVE DATA BASE FOR REGISTRATION

Registration for classes is based on results from placement tests, the high school academic record, ACT/SAT scores, and a Freshman Expectations Survey.

REMEDIAL/DEVELOPMENTAL DIMENSION

Based on the results of the McGraw-Hill Basic Skills System, students are directed to use appropriate instructional materials, college developmental resources and academic courses. In addition, there is a peer tutoring service free to all students.

CAREER-ORIENTED ASPECT

To assist students with career counseling, an Inventory of Academic and Career Interests is administered to all new students. In addition, the Strong-Campbell Interest Inventory and the ACT Profile Report are used. Another resource which is used to relate career with academic course work is a monthly career newsletter called Jobservations.

EXPANDED ORIENTATION DIMENSION

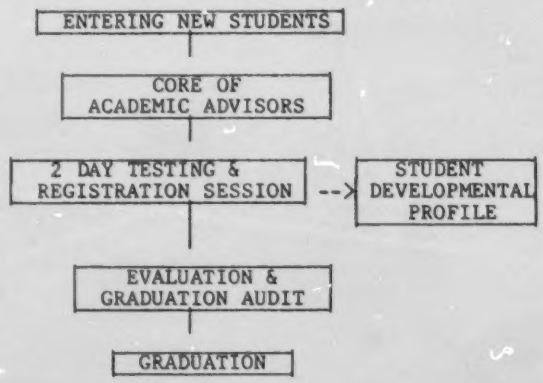
During the advising/registration period, students attend interest sessions with the program directors in financial aid, student tutoring, and career development as well as the minority student counselor, residence life staff, health center personnel and the learning resource center staff.

To implement these components, the Academic Advising Center schedules a series of two-day on-campus summer advising, orientation and registration programs. All new students are expected to attend one of these two day sessions during which time the aptitude, vocational and developmental tests are administered, academic orientation activities occur, and social events are scheduled to encourage the development of new acquaintances.

Class registration occurs in the afternoon of the second day and is conducted by the corps of faculty advisors who have been specifically trained to do career-related academic advising.

It is during the summer sessions that much of the information is gathered which will be used in the advising process on an on-going basis. As part of the summer program, a student developmental profile is assembled for each student which includes the results of the McGraw-Hill tests, the Freshman Expectations Survey, the Strong Campbell Interest Inventory, the Inventory of Academic and Career Interests, the ACT Profile, grade reports, and pertinent information from other college sources.

The following chart shows how all of the elements discussed above are developed into a sequential, comprehensive and developmental advising system.



The centralized academic advising system discussed here reflects the genuine interest which Aquinas College fosters for the personal, academic and career development needs of its students and demonstrates how one small liberal arts college can contribute to that growth process enabling students to integrate knowledge about themselves, their educational experience and career information.

"A DIVERSE APPROACH IN ADVISING FOR A DIVERSE STUDENT POPULATION"

Presenter: **Anne M. Rice**, Assistant Dean for Academic Advising, Mercy College, New York

In this presentation I would like to share with my colleagues from similar institutions the practical experience we have had over the years in attempting to design an advising program that meets the needs of a diverse student body scattered over several campuses.

As a private, independent college with a very tight budget, we have to work with minimal resources and yet have still made a committment to offer adequate academic advisement and other related services to our students. We operate on the assumption that these services do make a difference in the life of the student and that there is a correlation between student retention and offering the right package of supportive services.

Our program of advisement has literally evolved as the student body increased in a ten year period from 675 to about 7,000 students, from an all female student body to a coeducational institution with a population of tremendous diversity in age, sex, educational background and preparation. We have also evolved from a program designed basically for the full time day student to one serving various sectors of the adult community as well and offered in several different geographical locations with multiple approaches to time scheduling.

This growth has necessitated change in our approach to servicing the needs of the students. I would like to discuss our current program at the conference, indicating the strengths and weakness of our approach and the lessons learned in its evolvement. I would like to include in the presentation such topics as: our use of peer counselors, the faculty role in advisement, the use of the Learning Center, problems in serving multiple locations, specific services for adult students, foreign students, transfer students, Honor students, etc.

The format of the program would be a presentation by a panel including myself as Director of the Program, an Administrative Assistant from one of our off campus sites and two adult students. I am anxious to include students because I believe my perception and description of the program should be realistically combined with the students' perception of the program. To further elaborate on the students' responses to the program of advising, I wish to share with the audience the results of a survey administered to our May 1978 graduates and also to present a short slide-tape presentation profiling the views of students, each of whom represents a different segment of our current population.

For further information contact:

Anne M. Rice
Assistant Dean for Academic Advising
Mercy College
Dobbs Ferry, New York

"NEW STUDENT ORIENTATION AND ADVISING"

Presenters: **Mrs. Nancy Milner**, Coordinator of Orientation Programs
Dr. John H. Borgard, Assistant Dean, School of Arts and Sciences
Virginia Commonwealth University

For a new freshman, transfer or older readmitted student, advising is only one part of an interaction with a new kind of system--the system of regular class attendance, but also having a great amount of freedom, learning to balance studies with outside employment, deciphering the registration procedure, learning to deal with different kinds of personalities in instructors, university personnel, and other students, encountering different value systems, etc. Viewed in this context, a new student orientation that visibly combines the efforts of the admissions staff, the student life office, the computer center, the registrar, the academic offices, and a team of specially selected and trained students is important for the new student's understanding of the new system and his or her willingness and ability to make use of components of it, such as advising, in the future.

ORIENTATION PROGRAMS IN GENERAL

Most schools across the nation are recognizing the need for some type of orientation of new students and their parents. Because of the different kinds of institutions and student populations, these programs can and do vary. However, the most essential component necessary for success is that the orientation programs meet the needs of the institutions for which they are designed and of the students they serve.

Most orientation programs have similar goals with the major goal to help students make a smooth, easy transition to college life through the development of skills necessary to survive happily in a new atmosphere. This is usually accomplished by introducing students to services, facilities, people and academic and advising programs of the institutions. Other goals which are becoming increasingly important are development of good public relations for the institutions, assistance in the retention of students, and the personal development of student.

Traditionally, fall orientation programs around the country have been held the week before classes started. In recend years there has been a swing to summer programs--especially for large institutions. Most summer programs last from one to four days.

ORIENTATION AT VIRGINIA COMMONWEALTH UNIVERSITY

Virginia Commonwealth University's new student orientation for freshmen, transfer and readmitted students has been going on in its present form for six years and may provide a useful example for planning orientation programs. The orientation program was started by presidential mandate, (very important), that VCI begin a student's stay at the university in a calm one-to-one manner rather than immersing

him or her in the mass orientation that typically takes place at the beginning of the fall semester. The program draws 79 percent of the usual 2,500 new students entering the university each fall. The freshman program is tightly drawn into a one and one half day program that makes use of every minute. The sources for a full student life, imaginative free time for getting to know other students and Richmond, and academic advising and registration for classes. When the students leave the orientation program, their next responsibility is going to the first day of classes or checking into the dormitory just prior to the beginning of classes. The transfer and readmitted program is one day in length, covering the same topics as above but in an abbreviated form and without parent participation.

After the program is completed, it is evaluated each year on the basis of a student and parent survey form, a narrative evaluative report by the summer staff and a series of meetings with University personnel involved with the program.

Many summer orientation programs are mandatory. The VCU program is highly encouraged but not mandatory. Promotion of the program begins in early winter when accepted students are notified of dates and general plans. Through the spring more information is sent to the students and their high school counselors. In April, the summer orientation schedule booklet is mailed containing a return registration card for the program. Reminder cards are sent to students just prior to the beginning of the program in June.

Students are invited by school. Within larger schools of the University, the schedule requests that they come on specified days according to social security number. This results in an attendance of between 40 to 90 students per day over a period of 26 days in June and July. There is an abbreviated fall orientation program, in the week prior to classes for the remaining students. The only cost to the summer orientation students is room and board if the students stay in the dormitory while attending the program.

VIRGINIA COMMONWEALTH UNIVERSITY
SUMMER ORIENTATION SCHEDULE

FRESHMEN & PARENTS

1st Day

PARENTS:	STUDENTS:
9:30 a.m.-11:00 a.m. Check-In	9:30 a.m.-11:30 a.m. Check-In
10:30 a.m. Campus Tour (optional)	10:30 a.m. Academic Survival Skills (optional) OR Campus Tour (optional)
12:00 noon General Session	12:00 noon General Session
1:30 p.m. "Parental Information" Session	1:15 p.m. Placement Testing Mathematics and English
3:30 p.m Student Panel	4:15 p.m. Students' "Get Acquainted" Session
5:00 p.m.-6:00 p.m. Social Hour	6:00 p.m. Dinner
Evening Free	7:15 p.m. Evening Activity with Student Staff

2nd Day

9:30 a.m. Campus Tour (optional)	7:30 a.m. Foreign Language Placement Test
10:15 a.m. Academic Information Session	9:00 a.m. Academic Information Meeting
12:00 noon Lunch	10:15 a.m. Overview of Student Services and Activities
1:00 p.m. Parents' Waiting Room	12:00 noon Lunch
	1:00 p.m. Advising and Registration

TRANSFERS & READMITS

7:30 a.m.	Check-In
8:00 a.m. - 8:30 a.m.	Genral Meeting
8:30 a.m. - 9:30 a.m.	Placement Testing
	OR
	Campus Tour
9:45 a.m. - 11:00 a.m.	Academic Information
11:15 a.m. - 12:30 p.m.	Refreshments and Overview of Student Services and Activities
12:30	Lunch
1:15 p.m.	Advising & Registration

SELECTION AND TRAINING OF STUDENT LEADERS

Almost all institutions utilize students in the orientation process. There is good evidence that students communicate well with other students. Use of students at orientation also allows for student development on the part of the student leader and is less expensive. Most institutions do however have a faculty member or administrator directing the orientation program and participating it.

The selection procedure at VCU begins in March when the orientation positions are advertised. Students complete an application (which includes references) and take a test on their knowledge of the university and its services, sit for a self-evaluated visual taping, and submit a transcript showing that they are in good standing and are scheduled to return to our institution in the following semester. After the initial screening of the candidates, the finalists are interviewed by a panel of University faculty and administrators and members of the previous orientation student staff. The interview is designed to see how the student can react in a pressure situation to discover what knowledge they do or do not have about the University, and to gather personal information about the applicant.

Two weeks before the orientation program begins, the student staff reports for training. Their training consists mainly of the following: training about technical and clerical tasks they must perform, introduction to University offices and services, training in group dynamics and related skills and team building within the group itself.

With this training, the students directly handle the campus tours, the student panel for parents, placement testing, the student "Get Acquainted" session, the evening activity with students, and the overview of student services and activities. They also assist in the setup and general maintenance of many of the other orientation activities.

PLACEMENT TESTING, ACADEMIC ADVISING, AND REGISTRATION

Placement tests in English and Mathematics are administered to all students. They are computer scored and results become available through the Computer Center in a 3 or 4 hour turn around. These results are made available to the faculty advisors for advising and registration. Foreign language placement is accomplished through individual testing and personal discussions with foreign language faculty.

The assistant deans in each of the schools administer the academic advising section of the program and interface with the registration portion. Faculty advisors are selected in the spring and given training by the assistant deans prior to the beginning of the summer orientation. The faculty advisors are paid $10.00 per hour for their work. Depending on the size of the freshman class in each school, the faculty members may work from 4 to 32 hours during the summer.

Advising takes place in one afternoon, with each student given a one-half hour appointment assigned in the morning. When the student comes to the advising session in the afternoon, he will know exactly who are from the areas in which the students major. Undecided students are handled by specially selected faculty advisors. In the half hour interview the student and the faculty member talk about the major, general requirements, plan a schedule of classes, and complete the registration form.

The student moves to the registrar's areas where the course schedule is confirmed and the student's I.D. picture is taken. As each day's registration and advising goes on, the Registrar tallys the course requests and up dates the course schedule book which each advisor uses when he or she talks with the registers a student. If a course closes as a student is being advised, the advisor is able on the spot to reschedule the student into another section or course. The student receives a computer copy of the schedule in August.

INTERFACE WITH ADVISING DURING THE REGULAR SCHOOL YEAR

Since VCU uses all faculty to advise, this kind of summer orientation effectively leads into continued advising by faculty members. It provides the students with an overview of student services and introduction to the kinds of advising they will receive as they progress at the institution. As each institution designs its own summer orientation program, it should do so with the institution's kinds of advising program in mind.

"COMPUTERIZED ADVISING ACCOUNTABILITY FOR AN INSTITUTION AND ITS STUDENTS"

Presenters: John E. Farmer, Dean, Student Development
Jerry W. Falls, Systems Analyst
Terry R. Wood, Director, Placement and Follow-up
Florida Junior College at Jacksonville

In response to increasing enrollments, Florida Junior College at Jacksonville took advantage of its computer to assist in the advising and graduation evaluation of its students in the Associates in Arts degree programs. In 1971 a program was written to organize the student data files into a form reflecting the following nine catagories: the general education requirements (1-5), electives, (6), non-acceptable courses for AA degree (7), GPA and hours earned (8), and graduation messages (9).

By redesigning the student's grade history (transcript) with this format, his graduation status can now be made known to him each term. The GSS is mailed to the student each term of his enrollment. This facilitates the student's responsibility in fulfilling his degree requirements at FJC. In addition the institution is able to expand and redirect its personnel to assist the student personally. Advising sessions have become more supportive and counseling oriented rather than consumed by completing forms and recalculating graduation status each term.

Graduation evaluations have become more accurate and are completed more quickly, resulting in the identification of students who may be unaware of their eligibility to graduate (up to 25% of those eligible do not apply).

Management, time, and money have been saved in records, follow up, and advising programs. The institution and students have been more accurately informed of the students' progress toward achieving an AA degree at FJC.

The Associate in Science degree has now been adapted to the GSS format, thus providing all degree seeking students with their computerized graduation status each term. The Associate in Science GSS requires manual input of a two-year course plan (individually developed for each student) with a subsequent GSS generated each term reflecting progress toward program completion. The same basic graduation verifications are made and appropriate messages printed where appropriate.

One of the most persistent problems facing the community college is that of high program enrollments and low program completions. At Florida Junior College at Jacksonville, the GSS program is helping to provide the administration with the information required to begin to quantify and manage this problem.

At first the GSS was used primarily as an advising tool; however, it now also provides the administration with the following types of current information: the number of Associate in Arts students; a list of potential AA graduates, by program, based on positive graduation evaluations; accurate count of program enrollment in the AS degree and identification of AS students without planned programs. In addition, the college can now identify AS students who were not enrolled during the previous two terms and failed to enroll for a third term. The computerized system will also provide the information for planning course offerings for each program based on student's rate of program

completion. By having these types of data, FJC can more effectively provide potential graduates with both educational and job placement assistance. Management reports regarding program data are more accurate; thus, planning decisions regarding curriculum and personnel revisions can be made more efficiently. The GSS can not remove the weight of administrative decisions, but it can provide the types of information to make decisions more effectively.

Developing such a system for the institution and its students required the committment of the Data Center. Having a computerized student data file installed provided a foundation for the development and programming of the GSS. The system was developed through the efforts and coordination of the following with the Data Center; Record Office, Academics, Student Development and students. Satisfying the user (students and staff members of the institution) in terms of readability and accuracy became primary goals. In addition, building in flexibility for updating newer and larger systems, curriculum changes and graduation policy changes became the real challenge. Currently a GSS software package is being considered for marketing.

Seven years after its implementation, the GSS has become a major foundation for FJC communication with its students regarding graduation and advising. As a management tool, it has provided an accurate information base of 98% and an accountable tool for the institution and its students.

"BASIC TYPES OF ACADEMIC ADVISEMENT"

Presenters: **E. Bruce Potter**, Associate Dean
University College
Donea L. Shane, Director of
Advisement, College of Nursing,
University of New Mexico

Four basic types of academic advisement have been differentiated. These types have developed among the practices of the ten college-level advisement centers on the main campus of the University of New Mexico. The presentation will focus upon a comprehensive discussion of these basic types.

The oral presentation will involve both theoretical and practical perspectives, and will be followed by a question and answer period. This topic will have relevance for most administrators, directors, faculty members and advisers.

Each of the four advisement types will be described, its function within the model explained, and, its implications for such as staffing, training, budget, and organizational accountability will be discussed. The model is given below. Particular stress will be placed upon the "Explanatory" and "Analytic" types of advisement.

A MODEL: DISTINCTIVE TYPES OF ACADEMIC ADVISEMENT

	CLERICAL	EXPLANATORY	ANALYTIC	THERAPEUTIC
Content	Data	Procedures, policies	Options, goals	Values, commitments
Nature	Presentation	Discussion	Analysis	Awareness
Focus	Data	Institution	Student	Person
Purpose	Informative	Clarification	Insight	Self-acceptance
Perspective	Atomistic	Atomistic	Holistic	Introspective
Setting	Public	Semi-private	Private	Private
Length	2-10 min.	5-30 min.	30-60 min.	Multiple sessions
Adviser Qualifications (educational)	High School	Some college	AB or BS	MA or higer

"CAREER PLANNING AND DECISION-MAKING"

Presenters: **Dr. Virginia Gordon**, Coordinator of Academic Advisement, Ohio State University
Walter W. Adams, Associate Director, Appalachia Educational Laboratory
John Argeropoulos, Director of Academic Advisement, Northern Michigan University

PROGRAM BASIS

The college course, Career Planning and Decision-Making, has been under Research and Development for three years during which time it has been field tested at five institutions and is in the predissemination or publication stage. An Instructor's Guide for the course is currently under development and will be tested during the 1978-79 school year. Research and Development on the program has been conducted under funding from the National Institute of Education to meet a national educational priority.

The Career Planning and Decision-Making course is composed of six instructional units built around major career development tasks. Tasks are defined in terms of an Erickson, Perry, and Tiedeman model of human-cognitive and career development. Each unit focuses upon the progressive development of competency throughout the course in terms of career comprehension, career values, and career action.

In Unit I, the student is helped to establish the personal relevance of career. Career exploration--learning about self in relation to knowledge about work in Unit II--centers on developing concepts and a language in which to identify values and describe what is important in culturally relevant terms.

Career Planning and decision-making are introduced as a linear process (step by step) in Units III, IV, and V--culminating in experiencing a decision situation--involving selecting a college major. Finally, in Unit VI, planning and decision-making is presented as a continuous and ongoing process in which each aspect (step) functions concurrently. The objective of the course is to help students understand career in personally and culturally relevant terms, and manage their own career development.

"COGNITIVE LEARNING STYLES: AN INNOVATIVE APPROACH TO ACADEMIC ADVISEMENT"

Presenters: **Dr. Herbert W. Zagarow**, Dean of Students, Eastern Campus
Art S. Lundahl, Counselor, Selden Campus
Clyde E. Stearns, Counselor, Selden Campus
Suffolk County Community College

The program dealt with the relatively recent emergence of the study of cognitive learning style. Cognitive style is defined as a mode of perceiving, receiving, storing, remembering, thinking, and problem solving. It is the way in which a person processes information, this process involves a number of procedures which are normally taken for granted but are stable and relatively enduring.

Over the last ten years research in the field has identified several different kinds of learning styles. This research has evolved mainly out of the need to look beyond basic abilities and towards other constructs which effect and determine human performance. The program gave an overview of several of these styles and tests were administered to the participants to help them identify the degrees to which they are expressing some of these types.

The main differentiating characteristic between cognitive style and ability is that style is a bipolar phenomenon. That is, everyone has a style, its the manner in which it is expressed that differs from person to person. Several of the specific types of cognitive styles are:

Field Dependence vs Independence
Systematic vs Intuitive
Focusing vs Scanning
Analytic vs Nonanalytic
Simplicity vs Complexity
Reflective vs Impulsive
Leveling vs Sharpening
Constrictive vs Flexible Control
Tolerance vs Intolerance of Atypical Experience
Risk Taking vs Cautiousness
Preceptive vs Receptive

The interrelationships of these does exist in varying degrees although little research has been done to demonstrate any consistent patterns involved. Everyone does fall somewhere along the continuum between each category. These are not mutually exclusive styles, but instead, interface with one's personality characteristics.

Some of the suggested applications for determining ones predominant cognitive styles are the following:

- Different methods of advisement for different students
- Course and curriculum selection
- Mapping faculty to match students
- Mapping counselors to match students

"STRATEGIES FOR PLANNING ACADEMIC ADVISOR TRAINING PROGRAMS"

Presenter: **June P. Blatt**, Coordinator of Training, State University of New York at Buffalo

Planning an effective training program guaranteed some degree of success requires strategy as the precursor to the design of actual training activities. There is much literature on training itself but very little on a total program development design. The purpose of this workshop is to introduce a viable approach to planning and provide a planning model applicable to most university and college constituencies, environments and educational climates.

WORKSHOP GOALS

1. learn planning techniques and methods
2. devise a situation and follow the eight steps method in planning
3. identify an interest group among the workshop participants for continuing workshop objectives, by sharing the experiences for future contacts, i.e. seminars

VIDEOTAPE PRESENTATION

The tape is an example of Stage One Consciousness-Raising (Francis model). Three faculty, a professional advisor (moderator) and a student discuss the problems of academic advising on a multicampus university. The videotape presentation was developed by June P. Blatt as the first part of a series bringing together university consitutencies to discuss advising issues. Nina M. Sedita, Advisement support staff, and Larry Scott, SUNYAB Educational Communications Center, produced and directed the presentation respectively.

INTRODUCTION TO ELEMENTS OF PLANNING

1. Planning
2. Organizing
3. Communicating
4. Motivating
5. Evaluation

FRAMEWORK FOR PLANNING, STEPS ONE THROUGH EIGHT

Step 1--Identify target groups
Step 2--Clarify justification for training
Step 3--Identify training needs
Step 4--Develop a goal statement
Step 5--Specify training objectives
Step 6--Define potential obstacles to planning
Step 7--Develop accountability criteria and methods
Step 8 Project a program outcome

ADVISOR TRAINING PROGRAM PLANNING MODEL*

Program Elements
Speeches, Conferences, Workshop, Materials
Evaluation of Advising
Policy, Program and System Changes

Stages
One--Consciousness Raising
Two--Focal Awareness
Three--Subsidiary Awareness

*Model after B. Francis Faculty Development Model for Planning.

Workshop booklet available upon request; write to:

June P. Blatt
State University of New York at Buffalo
Division of Undergraduate Education
205 Squire Hall
Buffalo, New York 14214

"PRE & POST REGISTRATION ADVISEMENT: A SHARED RESPONSIBILITY"

Presenters: **Joseph Zielinski**, Director, Counseling and Testing, Tarrant County Junior College, Texas
Elizabeth Henry, Educational Advisor, Tarrant County Junior College, Texas

This program presented a model for advisement currently in operation on the South Campus of Tarrant County Junior College. The academic needs of the 10,000 students on this campus are met through a model which features maximum accessibility, use of paraprofessionals, shared responsibilities between instructional and student development personnel, and a centralized advisement center. Services described included those provided throughout the time span from pre-registration through graduation. The following is a two part summary discussing the pre-registration advisement process and the Academic Advisement program:

PRE-REGISTRATION ADVISEMENT: IDENTIFICATION, EXPOSURE AND INFORMATION

The counseling of students prior to their registration can be a source of frustration for both new students and staff members. Tarrant County Junior College, South Campus has made a concerted effort to streamline the process, providing maximum exposure to available services, yet accomplishing this phase of a student's academic advisement efficiently as well as expeditiously. The procedure really starts some weeks prior to the time we commence our Pre-Registration Advisement Process. Our system is such that students, upon completion of all admission requirements, are notified to pick up a time permit and advisor card from the Registrar of the campus of their choice (Tarrant County Junior College is a multi-campus District). In addition to the time permit and advisor card, students also receive a card informing them about pre-testing and the Pre-Registration Advisement Process. Because the Pre-Registration Advisement Process is operational not more than nine working days in the Fall semester and seven in the Spring (including actual days of registration), it is a great advantage for students to complete any testing that will be required in advance of the rest of the process. However, those who choose not to pre-test may do so during the regular process. The steps of the system are as follows:

1. The student picks up an IBM advisor card, a time permit and a pre-registration information card at the Registrar's Office and is told to proceed to Station 1.

2. Station 1 is where a professional staff member makes a determination as to the student's status (transfer, re-entry, new) and specific reason for attendance. In addition, students are made aware of Financial Aides and other assistance that is available. Students are also informed about procedures for applying for V.A. benefits and other benefits such as Social Security. It is at this point that a determination is made regarding the necessity for going through the entire process and designating which portions of testing are appropriate. (It should be noted that not all students are required to go through the Pre-Registration Advisement Process. For instance if a person is attending for the purpose of taking only one course, such as Typing, and has no intention of pursuing a degree, then provisions can be made for this student to have his or her time permit validated and be allowed to proceed to registration at the designated time.) The other students who need to complete the procedure are asked to fill out a self inventory type check-list along with a health information card before proceeding with the rest of the process. The filling out of the card only takes two or three minutes. The student then proceeds to the Testing Station, Station 2, if applicable, and then follows on to the next table where information is ascertained regarding any disabilities the student might have. Here the student also turns in the Health Information Card. The self inventory checklist is reviewed and additional information is obtained regarding eligibility for Special Services, a program geared to meeting special needs of minority students, handicapped students, disadvantaged students, etc.

3. The student at this point has reached Station 3. Depending upon testing scores, information recorded on the self inventory checklist and area of expressed interest the student is referred to the appropriate advisors. (Our process makes provison for all advisors to be preent in a very large room, thereby facilitating ease of referral to one or more of these persons.) It is in this area that students are exposed to the various specialized programs and courses prior to making a decision as to course choice for their initial semester of enrollment. When the student has talked with all advisement personnel he or she should have the courses to be taken during the first semester recorded on the advisor card, which is signed by a professional staff member.

4. The student then proceeds to an optional station where student assistants help him in making out trial schedules, answer questions regarding what to expect in the registration process and hand out a written checklist of items that will be necessary for the student to know or bring with him when he registers.

5. Upon completion of this phase of the process, a student goes to the last station, station 4, where the checklist card is taken up and the student's time permit card is validated. (This validation serves as proof that the student has participated in the Pre-Registration Advisement Process and is eligible for entry to the registration area.)

Generally speaking, this total process should not take more than an hour and a half if the testing is included. In cases where pre-testing has taken place, the process can be completed in approximately 35 minutes.

Obviously, this process requires cooperation of a combination of professioal staff, secretaries, administrators and trained students who are paid for their services. All classifications of people working in the process receive special training. In the case of student assistants, we use mature individuals who ae sophomore or former students. Regarding the cost of providing such a service, one should be aware that expenses will vary depending upon how large the process is and how long it is operational. Use of work study students can help cut down on expenses in some areas; also planning ahead on materials, signs (make permanent ones) and judicious use of student assistants will contribute greatly.

The Tarrant County Junior College program is rather extensive and it costs the college approximately $5000 per year for student salaries. However, we think it is worth every penny expended. As far as physical space needed, again depending upon the number of station and students to be served, the need will vary. It is better that everything be confined to one building, if possible. One of the major spin off values of this program has been the faculty's partcipation and the manner in which it has enhanced some of their programs. As with all programs and processes of this nature, the most important aspect is that of having well-informed, highly "people-oriented" persons working in the process. It is our contention that this type of process may well determine the student's perception of our institution and ultimately will affect our retention rate. This, of course, is just the first step in providing advisement for our student body.

ACADEMIC ADVISEMENT: A SHARED RESPONSIBILITY

The Academic Advisement program here on the South Campus of Tarrant County Junior College has gone through numerous changes. Originally, all advisement was carried on by the Counseling personnel. However, as the college grew in enrollment, it became increasingly clear that a continuation of this process would not be feasible. Therefore, the program evolved to a joint effort between Counseling and selected faculty members. Our program has now evolved to a third phase wherein the college has placed the administrative responsibility for advisement under the auspices of the Director of Counseling Services who works with and coordinates all who participate in the program.

When originally charged with the responsibility, the Student Personnel people were in the midst of designing what is commonly referred to as the Student Development Model. This model makes allowances for Counseling personnel to be a great deal more active in areas of teaching, consultation, and outreach in addition to their normal personal and vocational counseling responsibilities. It appeared that in order to maintain the same high quality level of academic advisement that had previously existed when counselors were not involved in some of these other activities, some adjustments would have to be made. Our approach was that of attaining a shared faculty and student personnel responsibility for advisement but also developing a centralized advisement center that could be staffed with well trained paraprofessionals. With this in mind, such a center was initiated and after two years of operation, has proven to be extremely effective.

Within the scope of our program, the Advisement Center acts as a central depository for all student records as they pertain to degree plans, official waivers of requirements, and approved course substitutions. In addition the Center is responsible for evaluating all transfer work from other institutions of higher learning (it has been found that by having evaluations done through the Advisement Center, lag time is held to a minimum). This is particularly helpful when it comes to dealing with some of the specialized problems that veterans experience due to V.A. regulations. Another important role of the Advisement Center is the coordination and dissemination of information regarding transfer to senior colleges and universities. Other responsibilities of equal importance are the preparation and updating of faculty advisor handbooks, the design and implementation and analysis of an evaluation system in order to determine the effectiveness of advisement, and the annual updating of degree plans for all programs of the institution.

Procedurally, our advisement plan works as follows: all students are required to have a degree plan, on file by the end of the semester in which 24 hours of credit are completed. Those students who, upon initial entry into the institution, have made firm commitments to a major are urged to make appointments with the Advisement Center as soon as feasible during the first semester of enrollment. Students, upon contacting the Advisement Center, are either made an appointment with a member of the Center staff or if advisement is to be done by a member of the faculty, an appropirate referral form will be made out and given to the student as well as sent to the faculty member. In either case, it is ascertained if the student has transfer work that needs to be evaluated prior to having the degree plan made.

The Dean of Instruction's office and Advisement Center have agreed to a division of labor relative to reviewing and approving of degree plans. Upon an advisor completing a degree plan, the plan is signed by the advisor and the student, and if the degree plan is an Associate of Arts plan it is forwarded to the Director of Counseling for review and approval. If it is an Associate of Applied Science plan, it is forwarded to the Dean of Instruction's office where again, it is reviewed and approved. Upon completion of review and approval by either office, the student is sent a copy of his or her degree plan.

The second stage of our advisement program takes place during the last semester in which a student will be enrolled for completion of degree requirements. The procedure consists of the student going to the Registrar's Office and indicating his or her desire to petition for graduation. The student is then given what is known as a transmittal slip along with a copy of his transcript and present course load. These items are then taken by the student to a member of the Advisement Center staff who with the exception of a few programs, are able to finalize the student's degree plan and double check to insure that all requirements have been or are in the process of being met. After having completed this double check procedure, the student then returns to the Registrar's Office where a petition for graduation can be filled out and the student can pay his non-refundable graduation fee with a high degree of assurance that he will be graduating unless he fails to complete some aspect of his present course load.

Obviously, there are other internal operational procedures which are utilized, but it is felt that it is not necessary to elaborate on these as each institution will develop its own.

We are now in our third year of using this shared system. At this point, those who have been involved in our new process think that the centralized Advisement Center staffed by trained paraprofessionals has been a most efficient and effective process.

"SMALL COLLEGE ADVISEMENT: CAMPUS-WIDE WITHOUT A CENTER"

Presenters: **Dr. Clifford B. Garrison**, Director of Curriculum & Student Development
Dr. Harry M. Langley
Ronald L. Keller, Director of Admissions and Records
Small College Consortium, Washington, D.C.

A lecture/discussion is proposed to review interinstitutional data and illustrate specific practices of select colleges in the Small College Consortium (Title III, BIDP). The fifty-four colleges are members of the Council for the Advancement of Small Colleges and each college has an f.t.e. less than 2000.

Long identified with special concern for the individual student many of the SCC colleges have advisement programs that are moving from an assumed and informal status to a deliberate and systematic approach. Leadership is becoming focused in director/coordinators but typically without centers for advising.

A panel of three proposes to outline advisement philosophies, program models, staff training, needs assessment, student prescription and follow-up.

The central theme will illustrate how existing personnel and offices can facilitate the student advising process when deliberate action is taken, often with promptness.

The panel presentation will first summarize some assumption and philosophies of advisement at small colleges. Data will be based on a field survey of CASC institutions. Deliberate concern will be given to relate mission and goals to the institutional traditions of advisement among the varied college of SCC.

An initial case study will review the results of assessing the advising functions on a campus and the determination of refined new directions. A program model will be presented involving role definitions and monitoring practices. Faculty development strategies will be illustrated from a handbook of advisement.

A concluding case study will demonstrate the active operational support of an institutional research and planning office used to systematically sample campus climate indicators. A comprehensive basic skills service will illustrate student pre-assessment strategies supported by prescriptive follow-up activities. Finally, one particular division's approach will highlight a manual for Humanities developed to aid students' career assessment and development.

This presentation should be of interest to directors (new and old), faculty and student affairs personnel.

"FEAR OF FAILURE/SUCCESS IN COLLEGE"

Presenters: **Judith Atlee**, Coordinator
Mary Tate, Advisor
Health Sciences, University of Minnesota

PURPOSE/GOAL

To discuss with participants the fears that students have toward failure and success in college.

A discussion of the fears that students have toward failure and success in college, including health problems, financial constraints, social and emotional adjustment of students, accident, attempted suicide, death, mood-altering chemicals, academic performance, life-planning, vocational adjustments, etc. There will be audio-visuals, handouts, and time for sharing a variety of advising techniques.

I. THE FEARS STUDENTS HAVE TOWARD PERSONAL FAILURE AND SUCCESS

A. Favorable/unfavorable home condition of the student:
- -Student/mother relationship; student/father relationship; mother/father relationship; student/spouse relationship; student/spouse/children relationship.
- -What was the home environment like? Were there terrible scenes, constant friction, harmony and peace, or was the environment completely docile to avoid trouble?
- -Student marital status.
- -Parent marital status.
- -If student is not married and/or not living with parent(s), is student living with roomate(s)? Are there conflicts in this living environment?
- -Student decides to change his/her life goal(s) with or without parental approval.
- -Overdependence on the student's part for parental intervention.
- -Positive/negative conflicts created by home issues.

B. Health:
- -Does the student have impaired physical health?

C. Age of student:
- -Maturity vs. lack of maturity.
- -The older student.
- -The returning student, who has been to college before but had to leave for individual reasons.

D. Financial considerations:
- -Disadvantaged student.
- -Student who has to work to put him/herself through school.

E. Social/emotional adjustment of student:

F. Mood-altering chemicals:
- -Is the student using chemicals? If so, how are they being used? Are they being used as a result of a lack of alternatives in coping with life?

G. Accidents, attempted suicides, and death.

II. STUDENTS' FEARS OF FAILURE AND SUCCESS TOWARD ACADEMIC PERFORMANCE

A. Measurements of performance that can be used to indicate the relative failure or success of a student in his/her courses:

-The number of courses he/she passes from year to year, and the grades he/she receives in these courses.
-Standardized tests.

B. Suggestions that failure might be due to factors operating at the college level itself: (Example: insufficient staffing of departments, inappropriate teaching methods, over-rigorous standards).
-Situation of the teaching/learning environment; class size; room size; instructors' attributes--instructors being able to understand the way in which the student approaches school. (Example: some students think poorly of themselves and think poorly of the institution because they are attending the institution.)
-It should be discovered exactly to what extent and in what way the failure and success of students are related to their abilities, attainments, and qualifications.

C. Student's general loss of interest:
-Lack of concentration and will power.

D. Grades:
-Completion
-Academic failure. (Example: Probationary students perceive the classroom as a high-threat setting. The implications of working with the probationary student in a positive way and as a whole person, not just as a deficient scholar.)
-Some students' inability to communicate with instructors.
-Poor self-image as student in student role.
-Frustrations.

E. Vocational adjustment:
-Career planning and decision making
-Life-planning (wants to do something lasting; wants to be held in high regard; doesn't want to be out of the ordinary; wants to exercise authority.)

F. Self-assessed study skills:
-Reading speed.
-Note-taking.
-Exam preparation.
-Test anxiousness.
-Scheduling/managing personal time.

III. PREVENTIVE MEASURES FOR ADVISORS TO WORK WITH STUDENTS ON, IN REGARDS TO FEARS OF FAILURE AND SUCCESS

-Life-planning (assist students to better understand that what they do today will assist them in accomplishing their career and life goals.
-Project students' thoughts into the future; what do they see happening to them? What do they see themselves doing?
-Inform students of career-planning and decision-making courses, workshops and seminars.
-Do reality testing with students aimed at producing a more productive relationship to the classroom.
-Run assertiveness training sessions for students.
-Have evaluations to include pre- and post-assessment; student self-report; student academic self-image.
-The importance of individual encouragement as helping the students to work to the best of their abilities.
-To make students feel independent and self-confident.

IV. CONCLUSION

In conclusion, time will be allowed for presenters and participants to share questions/answers, comments, concerns, and a variety of techniques regarding students' fear of failure and success. Handouts will be available at this time for participants to look over and discuss.

"INTEGRATING BASIC SKILLS EDUCATION AND FRESHMAN ADVISING"

Presenters: **William T. Daly**, Professor of Political Science and Coordinator of Basic Studies
Dr. Thomas J. Grites, Director of Academic Advising
Stockton State College, Pomona, New Jersey

Since the Fall of 1976 Stockton has had in place a skills program based on three assumptions: 1) skills education is a fully legitimate part of college level education; 2) skills education can be effective at the college level; 3) a significant portion of the work necessary to effective skills education can be done outside the classroom through the advising system.

Skills education is a legitimate part of college level education, at minimum because college level competence in reading, writing, reasoning, and basic computation and statistics is a necessary underpinning for maintaining quality instruction in all areas of the college curriculum. If large numbers of students are permitted to enter the regular curriculum without those skills, instructors will be confronted with the choice of either failing large numbers of students or lowering their standards to the level of the students. Most have historically chosen the latter. But beyond that minimal justification, skills education can be structured to provide students both with an uderstanding of the range of academic and career options available to them and with the broadly applicable intellectual skills necessary to explore a number of those options. Construed in this way, skills education can combine some of the best features of the breadth usually associated with the traditional idea of liberal arts education with the career payoffs of specialized professional education. It may indeed provide a better preparation than either of those two for the rapidly changing natue of contemporary society and of the current job market.

Skills education can be <u>effective</u> at the college level, with a limited expenditure of time and resources, because the gap between what freshmen need to know and what they know already is narrower than is commonly imagined. What they need to learn early might best be called a capacity for "organized selectivity"--the ability to boil down both the material taken in from lectures, and reading on the one hand and their own writing, on the other, into central propositions, logically derivative propositions, and relevant evidence. If they can do that, they can cut reading assignments down to size until their reading speed improves with practice. They can understand the central thrust of a reading assignment or a lecture, until their conceptual sophistication and vocabulary permit them to understand all of it. And they can construct precise and logically coherent examination respones and papers, which most instructors gratefully will accept, even before their grammar, spelling and literary style improve with practice.

Happily, most freshman already have some capacity for understanding the logic of an argument, and hence some capacity for "organized selectivity" at the oral level--because they have had to make sense at an oral level for at least 18 years before entering college, Whatever their difficulties with vocabulary and diction, almost all Freshman make sense when they speak. The initial task of skills education, then, is the manageable one of helping students to translate a set of skills which most of them already have at the oral level into the realm of written expression.

There are three major policy implications which flow from the above assumptions and which have shaped the Stockton skills program. First, if the gap between what students know and what they need to know is as narrow as we have argued, they should be able to bridge it in a relatively short period of time. Accordingly, we have tested all incoming freshmen, provided only one semester of mandatory and intensive skills instruction to those with skills deficiencies, provided one additional semester of student tutoring for those in need of it, and dismissed from the college all students who could not demonstrate skills proficiency by the end of the freshman year.

Secondly, if survival and even modest success in college require only that students learn to handle in written form skills which most of them already possess at the oral level, then a key to the difficult problem of motivating skills deficient students is readily available. We have dealt with the problem of motivation by constructing a very demanding program, as a way of proving to students that they are better than they thought they were, and then have ridden with them the surge of pride and motivation which comes from that realization. Accordingly, all skills classes are cast at the college level and carry full college credit. Students who cannot keep up are given extra tutoring in a Skills Center, rather than slowing down the pace of the class to accomodate them. Confronted with demanding classes and the threat of expulsion if they do not pass them students have no choice but to make the maximum effort. Most do, discover their considerable capabilities, and develop a level of self-confidence and pride that they would not have developed on their own.

Third, if the central skill for success in college is the ability to organize ideas and evidence logically, and hence the ability to be intelligently selective with respect to the ideas of others, then most faculty and staff, and even the better upper-classmen, have been prepared by their own educational experiences to teach skills courses. Accordingly, we have staffed the skills program with only a handful of specialized skills faculty, to provide continuity and expertise, and have staffed the bulk of the skills classes with faculty and staff drawn from all areas of the college. They participate in annual workshops during which the skills courses are collectively constructed, and where the wisdom of those who have taught skills classes before is passed on to a new generation of skills instructors.

We have also developed a core of freshman advisors who reinforce these skills through the advising process. Whereas <u>all</u> new freshmen at Stockton are assigned to selected freshman advisors, the skills deficient students are specifically "matched" with one of the skills instructors with whom they will be taking a skills course. In this way at least one of these students' instructors also serves as the advisor and more frequent advising contacts occur as well. This approach has been enthusiastically received by the advisors, since it has incorporated their advising loads into

their teaching loads. From an advising standpoint, the student is actually meeting with the advisor two or three times each week. Preliminary estimates tend to indicate that the retention of these students in the institution has also increased. This "matching" approach of student with advisor-instructor will, hopefully, be expanded to include all new freshmen and all freshmen advisors in the next year or so.

Another proposed approach to integrate skills instruction and advising is to "team" upperclass students with the freshmen advisors who are not teaching the skills courses. These students, trained in skills instruction themselves, will provide skills assistance to the students who have tested out of the skills courses and cannot register for them. The assumption is this approach is that all freshmen can benefit from some skills instruction, but only a limited number of students can be serviced by the skills courses.

While the data on this approach to the skills problem are still preliminary, they are very encouraging. Approximately the lower one third of each freshman class has usually been placed into the skills program. Of that group, approximately eighty-five percent usually demonstrate competence by the end of their second semester at the college. Fifteen percent do not, and are dismissed. More important, those who survive the program subsequently achieve at a level which is as high as the upper two-thirds of their class, which tested well enough upon admission to be exempted from the skills program. This achievement is evidenced in terms of their performance on standardized skills tests, their grade performance in non-skills classes, and their persistence/retention at the institution. Finally, the student attitudinal response to the program on anonymous questionnaires administered at the end of all skills classes, is overwhelmingly positive. This attitude prevails in spite of the fact that students are evaluating classes into which they have been placed mandatorily, which necessarily confront them with some potentially insulting facts about their deficiency in reasonably basic skills, and which threaten them with dismissal should they fail.

In brief, we have described one program at one institution which has made a commitment to basic skills education. By utilizing regular faculty, freshman advisors, and students we have been able--according to early independent research results--to change attitudes, to increase retention, and most importantly, to prepare students for better performance in our institution and in our society.

"CONTRACTING FOR ADVISING SERVICE"

Presenter: Dr. R.E. Gardner
Advising and Counseling
College of Engineering
Cornell University

Every individual involved with advising, whether student, faculty, or staff, knows what good advising is, but if asked, it is rare that any two persons can agree on the definition. This fact has been borne out dramatically in research at Cornell, where faculty advisers and students have indicated on a survey instrument the exent to which the student and the adviser are responsible for various advising functions. Not only do faculty members and students disagree, there are wide variations within these groups as well. This makes it clear that when a student and adviser first meet, there is a high probability that they do not agree on the basic rules and responsibilities of the advising relationship, and there is a high probability that they will not discuss these areas of disagreement.

At Cornell, it has also been shown that the first advising interaction is critical: those students who have a good experience return to their adviser, those who do not tend to seek help elsewhere. Since meetings between strangers are based on the assumptions of one person about the other person and the role they play, the first advising interaction (between strangers) is often governed by the assumptions students and faculty hold about the relationship, rather than the realities presented by the two persons themselves. In other words, since most students and advisers feel differently about who is responsible for what in advising, the first meeting is not likely to "get off the ground" and the student is not likely to return because basic differences are not directly surfaced and negotiated or resolved, resulting in students and advisers who are both turned off about advising. Advising could be improved if there were a way to have students and advisers express their differences before they meet individually for the first time.

In our society, one common way of dealing with situations where the expectations of the two principals may vary, or where the responsibilities of the two principals is unclear, is to formulate a contract so that these points are clarified and/or negotiated so that both sides have some assurance of having their claims recorded and recognized. Contracts need not be spelled out in legal terms to have considerable force; the marriage contract, for example, is broad but well understood, as is the contract between patient and physician. Other contracts, particularly between strangers, tend to be more explicit and legalistic: the contract between mechanic and car owner similar but less tightly written. Contracts have become more commonplace in education in recent years through the use of "contracts" between teachers and learners, the idea being the specifying the objectives and responsibilities facilitates the transfer of knowledge.

Since advising incorporates elements of all of the above relationships, there is reason to believe that contracting might be a useful exercise for adviser and advisee, particularly since this might not only allow for a definition of roles and responsibilities, but might also allow for a negotiation of the various

points. In fact, if one believes that the more indefinite a relationship is the more it might profit from a contract approach, then advising would seem to be a particularly promising area of application.

If the foregoing analysis is correct, it is possible to construct a contracting approach to improve the prospects for establishing a strong advising relationship. Such an approach might include:

1. A mechanism to help adviser and advisee express their views of the advising relationship in writing so that agreements and disagreements concerning responsibilities could be worked out.
2. Such a mechanism would need to be available during or before the first advising interaction, that is, before the student and adviser meet as individuals (as opposed to a group meeting) for the first time.
3. This mechanism would have to be attractive and useable by both parties with a minimum amount of prior training.
4. This mechanism would have to include each of the advising areas that are common to academic advising relationships.
5. The mechanism should be such that it is specific and can be referred to at a future date should the need arise.

At Cornell, the mechanism that has been developed for use is the attached "Advisee Survey", which is a broad instrument designed to be used as the basis for discussing an advising "contract," with the process of using the form referred to as "contracting". It is critical to recognize that we are referring here to contracting for advising service, not the formation of a final contract. We believe it is the process of contracting that provides the essential basis for a good advising relationship and that is is not necessary that the end of the process, the contract, ever be completed.

At Cornell the Survey has been used in two ways, in groups and with individual students, depending on the skills of the faculty adviser. In both methods, the first step is to indicate to students during an advising Orientation meeting that they are going to be asked to complete a form relating to their views on advising and that they should give some thought to this topic. The second step occurs when each faculty member meets with his/her advisees in a group and gives the form to the students, asking them to complete the form and score themselves.

At this stage, the two approaches differ. If the faculty adviser does not wish to make individual contracts, he can address the form in the group by indicating how he has marked his sheet (which is similar to the students) and leading the group in a discussion. . In addition to the group discussion, faculty are encouraged to initiate negotiation by offering to change on points where they are "outvoted" or calling for students to change. This appears to work well, particularly if the faculty adviser can indicate why he decided as he did and ask students the same question: when this is done, students have a good feel for their advisers view of the situation so that even if they do not agree, they know what the adviser is going to do or not do and can accomodate to the system. Thus, group contracting serves as an orientation to individual advisers for students so that the rules are knwn even if they are not negotiated and the form or "contract" provides a mechanism for faculty to put forth their views on advising, something that is difficult to achieve without some sort of written aide.

The individual negotiating session is the second variation, where faculty do not call for a discussion of the form in a group but elect instead to ask students to keep their form and bring it with them to their individual advising appointment. At that appointment, the faculty adviser then goes over the form individually, again concentrating on the why's of the response; however, unlike the group session more time is spent on negotiating differences and coming up with individual contracts. Advisers are encouraged to make a xerox of the agreed upon settlement, retaining one for themselves and the other is given to the advisee. This method takes more time and establishes better rapport with the student but it also results in a variety of contracts that are sometimes difficult to keep in mind. Moreover, while it has a great potential for establishing a strong relationship, it also is very threatening for most students, who are not at all prepared to negotiate one-on-one with a faculty member.

Overall, we recommend that faculty use group contracting because it makes all of the important points but is not as threatening to either party, making it more likely that both will have a good experience and see the exercise as a positive one.

The factor that is most critical in the contracting approach is the training of faculty. Most faculty are very frightened of the procedures and have difficulty in situations where they may be exposing themselves rather than dealing from the position of "expert" to which they have become accustomed in their teaching. It is therefore critical to defuse the threatening parts of contracting and explain how to lead the discussion and to indicate likely response patterns for students. Two devices are helpful in working with faculty on this: first, an analogy game in which faculty are asked to think (and list) pairings that are similar to the adviser/advisee relationship (such as doctor/patient, farmer/seed) and to indicate how this pairing is like advising, with the group leader then asking faculty to describe the "contracts" surrounding the relationship, describing these along parameters such as formal, written, legal, etc. The second exercise is for the advising co-ordinator to role-play the students in a group contracting session, using the same form that will be used later. This exercise can be reinforced by comparing the scores of the faculty advisers to those of students who have previously used the instrument.

In addition to providing a format for the principles in the advising relationship to discuss their respective thoughts on advising, a contracting approach provides other ancillary benefits. One important advantage is that once learned, the same contracting technique can be used between faculty advisers and the advising co-ordinator, so that these two persons also

have a means of coming to agreement about what it is that the faculty adviser will be doing. A second important advantage is that contracting between students and faculty provides a form of protection for both parties should a disagreement arise at a later time. This protection will be increasingly valuable as consumerism among students grows and extends into advising as well as classroom activities.

Your Advisors Name _____ FORM A - PRE-MAJOR
(if known)

THE ADVISEE SURVEY

This check sheet will give you an opportunity to review your level of readiness before you meet with your faculty advisor.
DIRECTIONS: (Please check (X) the column most descriptive of your feelings for each item.)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Students at this college believe that seeing an advisor is a sign of weakness.					
2. One should have tentative plans, programs, or options in mind prior to the advising meeting.					
3. As a faculty member of the college, the advisor should know the answers to my questions.					
4. A review of the course and college catalogue is useful preparation prior to seeing your advisor.					
5. My advisor is responsible for seeing that I meet requirements for my major and for graduation.					
6. Reviewing one's high school performance with the advisor can provide information useful to advising.					
7. It is best to put together a plan of action before taking to one's advisor.					
8. If advisors can't help, they know other persons or other sources where help is available.					
9. If my advisor does a good job of advising I will have no difficulties as an undergraduate.					
10. It is best to make an appointment before going to my advisor's office.					
11. It isn't necessary to identify questions you wish to have answered prior to meeting with your advisor.					
12. It is helpful to know something about my advisor's background.					
13. Because my advisor is the most familiar with me and my work it is the advisor's responsibility to assess my situation and propose alternatives.					
14. Communicating my high school interests and hobbies to my advisor can provide information useful to advising.					
15. Since I've supplied so much information to the college, my advisor already has all the important facts needed to advise me.					
16. When an advisor and student differ the student has the final say in what is to be done.					
17. The success or failure of the advising session depends on the skill of the advisor.					
18. It makes sense to see your advisor anytime you have a problem you can't solve.					
19. If my advisor is unsatisfactory it is easier to live with the situation than try to change.					
20. It is best to consider advisor suggestions since their perspective and experience serve as a check of your wishes.					

Survey Tally:		(Freq.)		(Value)		(Sum)
Even-numbered Items	Strongly Agree	____	x	5	=	____
	Agree	____	x	4	=	____
	Undecided	____	x	3	=	____
	Disagree	____	x	2	=	____
	Strongly Disagree	____	x	1	=	____
Remaining Items	Strongly Agree	____	x	1	=	____
	Agree	____	x	2	=	____
	Undecided	____	x	3	=	____
	Disagree	____	x	4	=	____
	Strongly Disagree	____	x	5	=	____

Total I ____
Total II ____
I & II Grand Total ____

"THE WESTERN ROUND-UP: AN EXAMPLE OF AN INTEGRATED APPROACH TO ADVISEMENT, COUNSELING AND PLACEMENT"

Presenters: **Susie Ray**, Coordinator, Cooperative Education
Diane Wood, Counselor, Counseling, Advisement, and Placement Center
Western Carolina University

For the National Advising Conference we would like to present a program on the Western Roundup, a project at Western Carolina University which could be a model for establishing the student-faculty relationships that are so necessary for effective advising.

Western Roundup is a co-operative project of the Counseling, Advisement, and Placement Center. Last fall the project was funded by a private foundation grant for a small group of incoming freshmen. When they had been on campus three weeks, student participants spent a week-end off-campus in the relaxed atmosphere of a camp setting with upperclassmen, faculty and administrators.

We wanted to provide the optimum conditions to enhance the relationship between students and faculty, one which would allow them to see each other as persons living together in an academic community. We hoped that students would return to campus feeling that faculty members were approachable and genuirely interested in them as students.

Another objective of the Roundup was to encourage students to begin thinking seriously about the University experience. Discussion groups, led by upper class student leaders, focused on the questions that every college student faces: Why am I here? What are my expectations? How will I find my place here? What are my goals and aspirations? How will an academic career help me to realize them?

The intensity of the discussion groups was broken by recreational activities, nature hikes, and bull sessions giving faculty and students the opportunity to interact on another dimension.

The response of both students and faculty to the Western Roundup was overwhelmingly positive. Students felt good about being a part of Western Carolina University. They began to identify common problems and share them. Faculty members, who are often far removed from adolescents, were able to get an idea of where the freshmen are by having a chance to talk to them informally. University administrators were happy to get acquainted with typical college students since they often deal with only student leaders or students in trouble.

Since our program involved many elements of the University community, our audience may be a broad spectrum of conference participants. Western Roundup could be adapted to virtually any situation by anyone who believes in its worth. Two examples: Western Roundup would be an ideal experience for faculty advisors who advise and/or teach freshmen only. Orientation directors would be interested in it as a possible enhancement of their present program. Research indicates that a student will not remain in school unless he finds at least one person to whom he can significantly relate. We see the Western Roundup as providing the experience that is most conducive to the possibility of that happening.

"THE BASIC ADVISING PROGRAM: AN APPROACH TO FRESHMAN ADVISING IN THE RESIDENTIAL LIBERAL ARTS COLLEGE"

Presenter: Dr. Richard Eppinga, Associate Professor of History, Director of American Studies, Director of Basic Advising, Anderson College

The purpose of this presentation is to address this year a major imbalance which occurred at last year's First National Conference On Academic Advising at Burlington, Vermont--a slighting of the small liberal arts college. This imbalance was clearly pointed out in the evaluations of last year's conference. My fellow members on the Executive Steering Committee and the Memphis conference organizers, with whom I have worked closely, were sensitive to the fact that small colleges as well as large universities have advising problems and have developed plans to deal with them. They have attempted to redress the imbalance this year.

This presentation is organized in the following manner. First is a thumbnail sketch of Anderson College and its definition of "advising". Second, the background and philosophical principles and assumptions underlying the Basic Advising Program are examined. A major criticism of many of last year's presentations was that they were long on "how's" and short on "why's". At Anderson College, philosophy largely determines practice. Third, the Basic Advising Program is examined as it operates throughout the summer and during the school year. Fourth is an evaluation of the Basic Advising Program--its strengths, weaknesses, and problems yet to be addressed. Another criticism of many presentations last year was the failure to share evaluations and evaluative techniques. Last there will be an informal question and answer period. The final problem frequently mentioned in evaluations of those who attended the Burlington Conference, which I hope to avoid, was insufficient time allotted to questions and answers.

Anderson College is an educational institution affiliated with the Church of God, Anderson, Indiana. In the 1978-79 school year, 52% of the students are from the Church of God; however, almost all students have a religious affiliation. The student body is not local or even regional in character. Students are drawn from almost every state and typically 30 to 50 students each year are from foreign countries. The number of full-time-equivalent students in the 1978-79 school year is 1,759. There are 715 freshmen and a total of 650 students (including transfer students) are served by the Basic Advising Program. Anderson College is largely a residential institution. There are over 1300 students in residence halls; 95% of the freshmen are in residence halls.

The definition of "academic advising" varies widely. For some schools academic advising has been simply scheduling for classes, usually by mail during the summer or just before classes begin. For other schools, advising is given the broadest possible definition, and includes scheduling, tutoring, career counseling, job placement, and a host of other support activities. Advising in the Basic Advising Program lies midway between these two extremes. It is far more than merely scheduling; however, it is but one component of a number of student support services sometimes lumped together by other institutions under the term academic advising.

During the 1975-1976 academic year, Anderson College began implementing a new approach to education called "The Anderson College Plan", made possible by grants from the Lilly Endowment. One component of the Anderson College Plan is the Student Futures Support System. It provides students with academic, emotional, social, spiritual, and life-career supports, such as tutoring, counseling, career research, job placement, social and religious programming, and testing. The basic Advising Program is one important component of the Student Futures Support System.

The Anderson College Plan, the Student Futures Support System, and the Basic Advising Program are all more or less "home grown". They are not based upon other programs; indeed, as far as can be determined, they are unique. They are not the result of exhaustive and meticulous research into how other institutions have dealt with these areas. They are, rather an interesting mixture of idealism and pragmatism--a method to deal with things the way they are at Anderson College in the manner the institution believes they ought to be dealt with. Following are some of the philosophical principles and assumptions which underlie the Basic Advising Program.

The Basic Advising Program operates out of the Dean of Students Office. This office has the responsibility for implementing and administering the Student Futures Support System of the Anderson College Plan. Areas in which students may need help in their lives at college have been identified and programs instituted for meeting these needs. One important area where students need support is academic advising, scheduling, and registration. The Basic Advising Program provides this support as one component of the Student Futures Support System.

The Basic Advising Program operates on the principle that advising must preceed course scheduling and registration. More intelligent course selection and planning for the future results when students have undergone a process of self-examination and have been encouraged to act on the implications their new knowledge about themselves has for their lives, and when advisers have available to them this personal information and discuss it with the students before scheduling them for classes.

The Basic Advising Program is a face-to-face program. The college's general philosophy is that personal attention be given to students. When new students come to campus during the summer or before classes begin in the fall, they are advised, scheduled, and registered in a personal, face-to-face manner. Face-to-face advising is a major strength of the program.

The advising and scheduling of students is accomplished through a team of advisers. The team is composed of trained faculty, staff, and student Residence Hall Assistants. Each component of the team brings its own unique strengths to the advising and scheduling process.

Problems that arise in advising and scheduling are solved through a referral process. Advisers consult other members of the team or

call on other campus persons or resources to find the answers to their questions.

After summer advising and scheduling, the Basic Advising Program becomes residence hall-based. Students spend much of their time in the halls and it makes sense to utilize this campus resource. Concommitantly, the addition of advising to residence hall life strengthens that institution. Trained Residence Hall Directors and Assistants, assisted by faculty in their offices and the referral process, advise and schedule students for January Term and second semester.

At the earliest opportunity, usually the second semester of the freshman year, students are urged to declare majors and move to upper-division, department-based advising programs. There the students are advised and scheduled by faculty members knowledgeable in their own career areas.

Anderson College has committed itself to offer the best advising program possible. The Basic Advising Program is continually assessed and modifications are made as necessary or desirable. The administration lends the program its moral and financial support.

Other assumptions are workability, sustainability (after grant money is gone) and compatibility with other components of the Student Futures Support System, so that all the components are complementary, integrative, and mutually supportive.

The Basic Advising Program operates in the following manner during the summer. Upon acceptance into the college, new students and transfer students are mailed a "Thinking-Planning Document" and an "Advising/Scheduling Session Reservation Form". Students select any one of about a dozen sessions scheduled throughout the summer and before classes begin in the fall. Mailing the addressed and postage-paid form to the college reserves a spot at one of the sessions. Students may also secure overnight housing in a residence hall for the sessions. The Thinking-Planning Document requires students to answer a number of questions about themselves, their goals and values, their personal strengths and weaknesses, and their reasons for wanting to attend Anderson College.

On the morning of each session the students assemble in Decker Hall 133 at 9 a.m. for a brief welcome and orientation by the program director and representatives from the Dean of Students Office. Next they break down into smaller groups for their Thinking-Planning Sessions, led usually by Residence Hall Directors. The purpose of the Thinking-Planning Session is two-fold. The first is for the students to become acquainted with each other. When they return to campus for classes it will be to renew friendships. The second, and more important, objective is for students to review the Thinking-Planning Documents with the intention of learning things about themselves, so that during advising and after, they can act on the implications this new knowledge has for their lives at Anderson College and for their futures. The Thinking-Planning Sessions have been almost universally well-received and highly appreciated. One student's evaluation is typical: "This has been an important day for me. I learned some important things about myself I never knew before, and I made a friend for life."

The completed Thinking-Planning Documents are placed in PROFILES, which becomes the students' own personal records of their educational and life development at Anderson College. Students are introduced to the PROFILE concept at the 9:00 a.m. session, and they decorate or in other ways personalize their PROFILES at their Thinking-Planning Sessions. The students are encouraged to add relevant materials to their PROFILES (housed in the Dean of Students Office, with student access) as they progress through college so that, before they graduate, the PROFILES will be a valuable source of information for constructing resumes and preparing for job interviews.

At 11:00 a.m. a lunch is served by the food service in Decker Commons for the students and any parents who have accompanied them. (While the students are in the Thinking-Planning Sessions, the parents, if they desire, meet with the Dean of Students, and then are given a tour of the campus and directed to any college offices they wish to contact.) Much time is saved by offering the lunch on campus; the cost of the meal is covered by a modest charge.

Everyone reassembles in Decker 133 at 11:30 for another information session with the program director. The presentation treats the college and its goals and values (so all students know what to expect; Anderson College wants them to attend only if they want to attend Anderson College), the Anderson College Plan (especially the Student Futures Support System), and the curriculum. Every attempt is made to speak to the students' immediate needs for practical and basic information while at the same time encouraging the students to think and plan beyond their first few weeks in college.

To accomplish this goal, the students are then treated to an "Opportunities Carousel"--a series of brief but interesting exposures to opportunities available to them at Anderson College. Aras covered may include the Tri-S (Student Summer Service) Program, the Career Resource Center, Dorm Life, Religious Programming, the Center for Public Service, and SAD (Student Activities Department). Studies (and retention statistics) have shown that the earliest new students begin to look beyond their first semester, the more satisfying their college experience.

The students then proceed to Decker 348-9 where they meet with members of the advising team on a one-to-one basis to go over the Thinking-Planning Document and the advising file, and then to work out a class schedule for the first semester. Those who are waiting to see advisers fill out the necessary forms and receive answers to questions they have about procedures. Finally, at the Registrar's Office, the forms are collected and the schedules entered on the computer. The Registrar's Office is the last step for all. At this point the summer portion of the Basic Advising Program is finished.

During the freshman year, the Basic Advising Program operates as follows. Most freshmen live in dorms, and during their first year the Basic Advising Program is residence hall-based. Students meet with Residence Hall Assistants and Directors to work out class schedules for January Term and second semester. Advising files are housed in the residence halls. The referral process plays an important role in the

advising and scheduling that takes place in the dorms; advisers know who to contact to get answers to questions or solve problems.

Commuting freshmen are assigned to one specially trained Residence Hall Director for an adviser. Their advising process is much the same as with the other freshmen. Transfer students are assigned a faculty adviser, but most of these students are eligible to declare a major during their first semester on campus and thus quickly move to the upper-division, department-based advising program.

Students exit the Basic Advising Program when they declare a major at the office of the Registrar and are assigned by the Registrar to faculty advisers in the various academic departments. Their advising files are forwarded to their new advisers. Students are normally eligible to declare a major during the semester in which they accumulate thirty or more hours. For most students, this is the second semester of the freshman year.

A number of techniques are used to evaluate the Basic Advising Program. First, there is a brief written evaluation from every student who is advised at a summer advising session. No special form is used; each student is simply requested to jot down impressions and evaluations of the session. (These evaluations are, almost without exception, enthusiastically positive). Second, there is an annual written evaluation by the director, after consultation with all the offices and advisers involved in the Basic Advising Program. Third, during the 1976-1977 school year, the Basic Advising Program was evaluated by a professional consultant. A fourth method is the annual budgeting process. Fifth, and most valuable, is an informal, day-to-day evaluation procedure. In an institution where there are very low organizational "walls", such ongoing evaluations can effect substantial changes within a very short time.

There are also miscellaneous evaluations. For example, in September 1978, a questionnaire regarding the quality of academic advising was sent to all new students. There is planned for November 1978 a comprehensive evaluation (on computer cards and evaluated by the computer) of residence hall advising.

These evaluations have shown a number of things about the Basic Advising Program. For evaluative purposes, it is not clear whether costs are an advantage or a disadvantage of the Basic Advising Program. It costs more than did the old centralized advising system, but not much more. The total cost for the Basic Advising Program is approximately $7,500, up approximately $2,000 over what it was three years ago in the old Advisng Center.

The following items have been identified as strengths by the various evaluations done thus far. First, students sense a personal care and concern on the part of the institution. Almost all are happy to travel even great distances during the summer for personal, face-to-face attention. The Basic Advising Program helps build an increased sense of community, which the institution values. Second, students are less apprehensive about the start of their freshman year. They have already been on campus, been exposed to many procedures and requirements, and made friends they are anxious to see again in September. A third advantage is the expanded role of the residence hall as a center for learning, valuing, problem-solving, and caring. During the academic year the Basic Advising Program is centered in the residence hall and is reinforced by strong residence-hall programming. A fourth strength of the program is the enthusiasm of its advisers. The program benefits from team effort. The faculty members who are a part of the Basic Advising Team are all volunteers; residence-hall directors and residence-hall assistants realize the expanded role which is required of them before they apply for the position. Fifth, a strength of the program noted by the professional consultant is the requirement of planning and valuing on the part of the students, forcing them to look beyond their first few days or weeks at college.

All in all, the Basic Advising Program has proven a better advising system for freshmen than its predecessor. It is improving each year. Three years ago the new Basic Advising Program bore the brunt of student complaints about academic advising. However, the September 1978 questionnaire showed there were only 12% as many problems (per 100 students) noted in basic advising as opposed to upper-division advising in the academic departments.

There are also some problems with the Basic Advising Program. First, scheduling blunders continue to be made and inaccurate information continues to be disseminated, especially by student residence-hall assistant advisers. The number of these errors has been cut drastically this past year over te previous year by a greatly expanded adviser training program. Another problem is the reluctance of advisers, especially residence-hall assistant advisers, to say "I don't know" and to make use of the referral system. A third problem is a shortage of trained advisers at some of the summer sessions. The biggest problem, by far, has been getting all of the academic advising files where they need to be gotten, on time, and without maddening disappearances of numbers of files. By next year a whole new system of filing will have been instituted, which, it is hoped, will avert the problems experienced up to this time.

"THE 70% SOLUTION: THE ADVISOR'S PRESCRIPTION FOR THE 80s"

Presenter: Dr. Jane N. Lippman
Assistant Dean, College of Humanities, The University of Texas at Austin

In today's world students and parents alike spend untold hours fretting over the choice of a major. Registration forms reinforce this concern from the moment a student enters college in spite of our insistence that it's all right to be "exploratory". In the past students may have worried over the choice of their major but they felt they could base their decision on the subject matter for its own sake. They could afford the luxury of selecting English because "I like English." They didn't have to be concerned about marketable skills per se. Professional literature reflects this change in attitude in the June-July 1978 issue of Change. The Dialog entitled "Should Students Be Advised Against Majoring in Areas of Study Where Job Prospects Are Weak?" speaks to the importance of double majors, increasing employability, and self-knowledge for students, and should be of interest to counselors and advisors. With our current emphasis on the selection of a utilitarian major, we often fail to point out to students that a major rarely consists of more than 36 semester hours of 30% of a college degree. Seen in this light, it should lose some of its exclusivity and become relative to the other 70% of the degree.

Our role for the future will be to make available to each student the kind of advising and counseling that will enable him to choose consciously each course with a purpose in mind which will not only unify his total degree program but also enable him to encompass the courses which will permit him to obtain maximum flexibility within the framework of his educational objectives.

To accomplish these aims, we will first need to continue to overhaul some of the current modes of advising as carried out by large numbers of professors in some of the finest institutions in this country. Until recently much academic advising was nothing more than card signing. Students were expected to take certain courses, and faculty members, anxious to return to their personal research, which far more than academic advising determined their merit raises and promotions, often simply glanced at student schedules, perhaps on occasion asked a question such as "Are you taking what you need for the English requirement?," and in a perfunctory manner gave written approval. If a student appeared "lost," he was encouraged to take philosophy or chemistry or perhaps a particular course in French, being told that "It will be good for you." But how often have advisors explained the true benefits of a course--whether they be for the student's personal educational aims and objectives or necessary for departmental enrollments?

Many years ago, colleges were reserved primarily for the social and even intellectual elite who were interested in acquiring or maintaining the attributes of the aristocracy. A liberal education was the training of a gentleman, and a gentleman was defined as one who did not have to learn a trade or a craft. But most ones feel a moral obligation to be able to use their college education in a practical way.

Advisors have begun to realize that their contemporary clients are not all 18 year old upper-middle class Anglos who have graduated from the top fourth of their high school class. Six years ago Pat Cross (1972) in "New Roles for Deans and Counselors," called attention to the new student groups on our campuses being brought into the mainstream of education under the pressures of egalitarianism.

Hand in hand with the change in student populations is the strong feeling of "accountability" that is permeating the walls of academe. The student is no longer our subject. He is a consumer and as such has certain legal claims. Some schools have been faced with time-consuming law suits. But accountability need not be a fearful concept, and it need not cripple or stifle us, for there is built into it the suggestion of more participation and concern on the part of our clients.

Another blessing that has come our way is the legal recognition of 18-year-old majority. If a student is an adult at 18, we should expect him to learn to accept the responsibilities inherent in adulthood. An advisor is a listener, a helper, a proposer of options. An advisor confers, questions, recommends and suggests. Nowhere does it say that an advisor makes decisions or gives commands. When a student tells me he or she has a miserable schedule or that there isn't one course out of five that is enjoyable, I say "You may not have thought things through carefully enough." In other words, it's the student's responsibility to plan his schedule. I remind students, "Look, it's your life and your degree. The degree you plan is your own."

However, many degrees simply aren't planned. They often lack cohesion and personalization, and that's why students are crying, "I can't do a thing with my diploma!" I feel very strongly that students should be challenged to plan their college programs so that they will be useful to them upon graduation. Lately I've heard students say they're avoiding the humanities because a major in English or Spanish won't buy groceries. For many students this may be true, but I strongly suspect that these same students would not excel in other more readily marketable fields because one needs more than a piece of paper to succeed. Initiative, perseverance and good planning, important for on-the-job success, are also essential ingredients of a well-balanced, useful college degree.

Students should think of their overall program and educational objectives when plotting each semester's schedule and not register for a course simply because it meets at 10 a.m. on MWF and they want to be free in the afternoons. Students should be encouraged to devote time to the selection of their electives because a meaningful core of electives can enhance career and employment opportunities. A large portion of most degrees is elective and in many schools there is a great deal of choice and flexibility in the fulfillment of requirements. Previously we have been so concerned about major choice, the 30% of the degree, that we may not have fully recognized the importance of the remaining 70%.

We must continue to encourage students to choose wisely, not whimsically, for they can

develop or acquire all sorts of marketable skills through electives. They can often complete the equivalent of a second major in business or journalism, for example, or a concentration of courses that would allow them to enter the health professions. How often do students talk to professors about their courses before registering for them? We know how difficult it can be to plan a useful program on registration day when schedules are often hastily thrown together. Students should think of their degree as a large, sometimes complicated jigsaw puzzle. Faculty advisors, other professors, counselors, and placement centers are all available to help them in the decision-making process, but STUDENTS and not advisors must go through the time-consuming process of putting the pieces together. Advisors should do more than repeat what is stated in a catalogue or course schedule. Some of our greatest services should be to pose questions and to teach students to make informed decisions. We must also continue to destroy the myth of the omnipotent major, which alone will open the doors to a glamorous career.

How can a student possibly expect to be employable simply because he or she has taken about 30 hours in English, philosophy, or a foreign language. However, English combined with advertising and marketing might seem more promising to a prospective employer. A student who likes to write or edit and who has enjoyed some basic courses in chemistry, physics, and biology might seek a position either with a medical journal or a large engineering firm. A French major who would like to live and work abroad should consider pursuing courses in international business, marketing, and advertising. In addition, knowledge of Arabic or Japanese would certainly increase employment possibilities in the foreign arena. Finally, chemistry majors who lack a graduate degree might well be advised to complete a concentration of courses in marketing. A knowledge of German (or another foreign language) plus the ability to write would further increase employability.

Instead of considering theoretical degree combinations, however, let's take a hypothetical student who might appear at our office door as a freshman ready to have his course card signed. In walks John Doe, an exploratory major from a large city high school, sporting SAT scores of 625 Verbal and 475 Math. While he doesn't feel ready to declare a major, he explains that he has always enjoyed English in high school because he had good teachers and did well. Also he likes to read and he may have a flair for writing. His father never finished college but has had a moderately successful career as the district manager of a large grocery store chain. His mother always wanted to be an art teacher but instead devoted her energies to four children, of whom John is the eldest. John says that he could do well enough in math and science but he doesn't really enjoy them. While his parents have been supportive and loving, John has been told that his family will have to make some sacrifices to send him and the other children, who are all 1½ - 2 years apart, to college, and that he will be expected to finish in 4 years and locate at that time a well-paying job with a future.

When asked about his hobbies and interests, he stated that he likes photography and has even had a group of his black and white portraits displayed at the local newspaper when he took pictures of the opening of one of his father's new stores. One summer he served as a camp counselor and has taught photography to the campers, and while he had enjoyed that, he knows he doesn't want to go into teaching as a career. He says he does want to work with people and ideas in a creative way. He said some of his mother's interest in art may have "rubbed off" on him, but that he doesn't wish to spend long periods of time painting or drawing.

During orientation he placed out of first-semester English and a year of French. Fortunately, graduation requirements are so broad that there is much room for flexibility and choice. John's advisor suggested that he consider satisfying some of these requirements while continuing to explore and sample a wide range of courses. He chose a special section of second-semester English, a third-semester French course designed for students who had not had previous French at this institution, a psychology course because he likes people, a chemistry course entitled "Science and the Environment," and a philosophy course (Contemporary Moral Problems). In the spring he enrolled in sophomore level expository writing, fourth-semester French, economics, physical science, and as an elective, Speech for Business and Professional Communication, to help him feel more confident when talking with others. In addition, it was suggested that he visit the Career Choice Information Center and take some vocational interest and aptitude tests. While John knew that he still enjoyed reading and loved to write, he hoped to be able to learn ways to use his writing and wanted to discover the type of writing for which he was best suited. These tests and interviews revealed that he had a quick wit, a flair with words, the ability to get along with people, and was gregarious. He completed the school year with a 2.75 (out of a possible 4.00) grade-point average. During the summer John worked in one of his father's grocery stores as a shelf stuffer and on occasion helped set up sepcial displays in the store. He enjoyed the latter immensely. The following fall, the beginning of his sophomore year, John registered for required U.S. history, English literature, artsomnibus, and business math, and chose an advertising course as an elective because of the fun he had working on special displays during the previous summer. He was delighted with this course and took another one in the spring. His thoughts turned to pursuing a cluster of courses in advertising. He continued to major in English, however, because he thoroughly enjoyed the courses he was taking and because he thought there was more flexibility in pursuing other fields in interest in the B.A. program than in the School of Communication. That summer he again worked in a grocery store and gained some experience in helping to prepare layouts for week-end specials. In so doing he confirmed his love of advertising and on some of his days off consulted two or three advertising firms in the area to learn what other supporting work they might find useful. He received positive

vibrations when he indicated that upon graduation he expected to have 36 semester hours of English in addition to at least 18 hours in advertising. He was encouraged by the vice-president of one firm to take some courses in computer sciences, a sampling of accounting, marketing and management as well as a couple of courses in journalism to gain facility in different writing styles.

John returned to his junior year in school feeling more purpose in his academic program. He registered for 18 hours, a heavy but not impossible load since his overall grade point average was now 3.18 and he felt enthusiastic about his classes. They were: English literature, a government course required of all students, advertising media, a radio-television film course that dealt with basic informational skills and theories required to equip students to communicate through any audio/visual medium, journalism (Writing for the Mass Media) and Principles of Marketing. In the spring he took two American literature courses, computer sciences, photography and elementary business statistics.

Since he had saved around $2000 by working for two summers, he decided to go to one 6-week summer term to take government and classical civilization and then to Europe for 6-weeks. He was so enamoured of France that upon his return he decided to continue his study of French. Two and one-half years had elapsed since his last French course, but he heard a lot of French during his trip and was therefore able to fit into a one-hour conversation course that fall. In addition, he took accounting, courses on editing, advertising campaigns, public relations, and legal and ethical issues in advertising. He was also encouraged to attend resume writing clinics sponsored by the Career Choice Information Center as well as seminars on how to find a job. During his last semester, John took English literature, second-semester accounting, advertising management, advanced conversational French, creative writing and interpersonal dynamics. He graduated with honors and was hired by a major advertising firm in the Southwest.

There are almost as many degree combinations as there are students and there will be increased job possibilities in the 1980's for talented students with initiative and perseverance. One of the best ways students can demonstrate these qualities is to present an obviously well planned degree program. The advisor's prescription for the next decade will be for students to learn to think and plan personalized degrees that will represent them both educationally and professionally.

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"ADVISING AND COUNSELING THE PREPROFESSIONAL STUDENT"

Presenters: **Jeanne M. Lagowski**, Assistant Dean
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Undergraduate institutions and professional schools can both be involved in advising and counseling the preprofessional student. Formal professional school involvement in preprofessional advising varies greatly. The College of Veterinary Medicine at Michigan State University, which advises preveterinary students on the Michigan State campus, is at one end of the spectrum. At the other end--and far more common--is the situation where the undergraduate institution advises for a large number of different professional programs and professional schools; the Health Professions Office at the University of Texas at Austin, which advises approximately 3,500 students interested in various health careers, is an example. This joint program (1) described a successful model for counseling and advising professional students at a large state university, and (2) demonstrated the impact of advising on a student's competitiveness for admission to a professional program and the associated accountability of the advisor and college.

I. A MODEL

The Health Professions Office (HPO) at The University of Texas works with students ranging from high school to those enrolled in foreign professional schools. Four specific aspects of advising and counseling the preprofessional student were identified and discussed: (1) group advising, (2) self-advising; (3) peer advising; and (4) advising the non-competitive student and the student who seeks a career change.

Prior to discussing the advising model, it was indicated that the HPO provides (1) individual advising, (2) encouragement for and cooperation with student organizations, and (3) preprofessional advising only. Students may select any major at the University while satisfying professional school admission requirements. Preprofessional students are identified by a suffix on their major code; e.g., E14414 would indicated a student in the College of Natural Sciences(E), who is a biology major (144) and is a premed./dent./vet. (14); a "17" suffix identifies students interested in the allied health professions.

GROUP ADVISING

Group advising methods have proven successful for reaching a large number of students with maximum efficiency of time and in a non-threatening atmosphere. HPO staff members meet with groups of high school students who visit the campus during U.T. days and Project Info programs, both sponsored by the Office of Admissions. The University also sponsors an extensive New Student Orientation Program where advising offices have an opportunity to meet

with freshmen and transfer students in group and in individual settings. An overview of the HPO, preprofessional requirements and upcoming coursework is presented at this time.

For enrolled students, the HPO regularly sponsors topic-oriented focus groups on timely subjects such as: (1) procedures to apply to medical or dental school; (2) preparing for the interview, (3) course advising for freshmen premedical or predental students, (4) course advising for physical therapy students. The office also publishes two newsletters which are mailed to the local addresses of all identified health professions students; "What's Up Doc?" to all premed./dent./vet. students, and "HPO-pourri!" to all students interested in allied health. Bulletin boards maintained outside the immediate office area provide general information after office hours.

SELF-ADVISING

Will I be a competitive applicant? What are my chances? Students seek answers to these questions because they want or need positive reinforcement, or are trying to make tough decisions. Data portraying various characteristics of previous applicants and their success in gaining admission to professional programs have been a well-received self-advising tool. For example, the scattering of successful and unsuccessful applicants on a grade-point average (GPA) vs. MCAT score matrix can be very thought provoking. With large numbers of students, informative profiles can be developed which retain individual anonymity; the message is not clouded by grouping in less competitive ranges. Allowing students access to these data permits private and non-threatening self-assessment, always with the knowledge that counselors are available for discussion. Counselors must, however, be prepared to discuss observations such as, "Here's a person who got in with a GPA less than "X", and an MCAT of "Y"; there's hope for me!" Data on majors, age, sex, etc. have proved valuable counseling aids. All students need a viable alternate career plan, a topic which is easier to discuss when it can be demonstrated that there is no "best" major and that successful applicants from your school have majored in subjects ranging from art to economics to zoology.

Carefully presented data can facilitate realistic assessment and discussion of quantitative parameters. It should be emphasized that quantitative descriptors are not the whole story, but their importance is undeniable. In addition to the self-advising possibilities, the availability of factual data can lead to increased advisor creditability and can actually encourage meaningful dialog between the student and advisor.

PEER ADVISING

Student peer advisors are employed by the HPO throughout the year. As the office's "front-line," they discuss routine questions and concerns, referring to senior counselors when appropriate; distribute printed information, and carry out duties as assigned.

Peer advisors are upper-classmen who have completed many of the courses which aspiring preprofessional students must face. It is important to emphasize that for students to work comfortably in a office where competition is noticeable, they, too, must have competitive credentials. Consequently, such factors as GPA and other abilities must be taken into consideration for the welfare of both the office and the student. Interpersonal skills and personality factors must be considered, since peer advisors meet and interface with a wide variety of students, parents, faculty, and visitors. Reliability, responsibility, and discretion are also keys to a student's selection as a peer advisor. Students who are interested in--and qualified for--peer advisor positions are interviewed by the senior counselor responsible for peer advisors. Potential peer advisors work during a preregistration advising period (ca. 7 days) to allow observation of their abilities and natural "talents" for working with people.

Training is done initially and throughout a student's tenure as a peer advisor. Training sessions conducted at the beginning of the academic year acquaint the peer advisors with academic procedures, policies, and courses, as well as with HPO operating procedures. Required weekly meetings for peer advisors are conducted by the responsible senior counselor. Special training workshops are held for the additional student advisors working during preregistration periods.

Peer advisors are individually evaluated twice each semester. An evaluation form is completed by the peer advisors and by the responsible senior counselor. This instrument seeks information regarding such factors as cooperation, sensitivity, information dissemination, and use of resources, and poses a series of open-ended questions. The senior counselor and peer advisor meet to compare evaluative summaries and discuss areas for improvement as well as areas of exceptional performance.

Peer advisors have been recognized as an integral part of the advising process by both students and staff. Many students are more comfortable first approaching a well-informed member of their own peer group who can easily introduce them to the office's resources. The peer advisors are in a position to keep the senior staff informed about student needs and concerns. It cannot be too strongly stated that the selection process is critical, as is the follow-up training and evaluation. The benefits more than compensate for the time spent.

The Non-Competitive Student; Changing Career Directions

In the eyes of many preprofessional advisors, working with the non-competitive student is the most difficult aspect of their job--to help a good student realize that (s)he may not be good enough to do what he wants and at the same time convince him that he has a lot to offer society. Yet, this is perhaps one of the advisors' most important functions--and it can be one of the most personally rewarding aspects of their work. Essential elements in these interactions can be succinctly summarized: don't make decisions, don't criticize ; focus on the positive; and encourage to keep in touch.

Recognizing the highly competitive nature of preprofessional programs and realizing that students do change their minds, it is important to try to set the stage from the very beginning so that the student feels it is "OK" to change his mind. In other words, consciously build in

ways to allow students to save face. Orientation sessions prior to the first semester on campus are not too early for students to hear their advisors say that specific professional careers are not for everyone and that college should be a time to explore their motivation for their proposed career through volunteer (or paid) work. In this same context it is possible to talk about the importance of always having a "Plan B", which in turn provides a basis for discussing the importance of choosing a major for reasons other than its presumed probability for getting one into professional school. Even if the student "knows" these statements are not meant for him, he has been exposed to them and has subconsciously filed them away. Should the student subsequently find that he is not performing up to his expectations academically, or should his interests shift, the student who can say to his advisor, "Do you remember when you said (medicine) wasn't for everyone? Well, I've been thinking....," knows he can discuss his concerns without trepidation. Some probing questions directed toward the reasons why a particular professional career was chosen can be insightful; especially when a new career direction has not yet been identified.

Follow-up is particularly important after a counseling session dealing with non-competitiveness or a significant change in career direction. A telephone call or a short note which communicates that you care and serves to keep the communication lines open is time well spent. Small things often make the difference between an office--or an advisor--which the students perceive as warm and concerned vs. cold and indifferent.

II. THE INFLUENCE OF ADVISING ON ACADEMIC PERFORMANCE AND ASSOCIATED ACCOUNTABILITY

There are 22 schools and colleges of veterinary medicine in the U.S., with an applicant:acceptance ratio of approximately 7 to 1. Each of the veterinary schools utilizes a priority system based on state of residency, giving preference to residents of the home state, limited consideration to applicants from states having no veterinary school, and generally no consideration to applicants from states having a veterinary school. Selection criteria for admission to the College of Veterinary Medicine at Michigan State University include cumulative GPA, preveterinary science GPA, Veterinary Aptitude Test score, veterinary exposure, and an interview score. The current level of competition is reflected in means of 3.5 cumulative GPA, 3.4 preveterinary science GPA, and 3.5 years of collegiate-level work for accepted candidates.

The Preveterinary Advising Center at Michigan State is a function of the Dean's Office in the College of Veterinary Medicine. This office is responsible for the academic advising of all preveterinary majors, numbering about 500 freshmen and 300 sophomores. (Students reaching junior standing are required to declare an upper college major in a baccalaureate degree program.) Advisers' functions include providing information on preveterinary requirements, application procedures, and selection criteria for professional program admission; assisting in planning course enrollment utilizing appropriate data; providing tools for self-assessment in terms of suitability for the veterinary profession and competitiveness for admission; assisting students with identification of, and referral relative to, alternative program and career choices.

A focus in this presentation was the impact of advising on two primary factors in selection for admission to the professional program, cumulative GPA and preventerinary science GPA. The cumulative GPA is calculated on all collegiate coursework attempted. The preveterinary science GPA is calculated on, and limited to, 50 quarter credits of required physical science, biological science, and mathematics. Performance in all college coursework, and in these required science courses in particular, is a critical factor influencing a student's potential competitiveness as an applicant.

Key points of impact on performance in academic advising are (1) selection of entry-level mathematics, chemistry, and English courses based on test scores and preparation; (2) seletion of second-term course enrollment based on first-term performance and experience; and (3) selection of second-year course enrollment based on first-year performance level as it measures against the current level of competition for professional program admission. Poor choices at any of these key points have the potential of setting into motion a sequence of academic performance that may do irreparable damage to a student's competitiveness for admission, thus effectively preventing a student from attaining his/her educational and career goal.

During freshman orientation programs, ACT/SAT scores, Michigan State Placement Test scores, high school background, and individual considerations are utilized to determine appropriate entry-level courses for each student. There are five possible entry points in mathematics, two in chemistry, and two in English.

Since the mathematics and chemistry courses in the first term total ten credits, or 20% of the preveterinary science GPA, identification and assessment of factors which will influence a student's performance in these courses are essential. Using chemistry as an example, the following factors have been identified as correlating with performance: minimum chemistry placement test score in combination with two years of high school chemistry, one year high school physics, reading placement test score in the 75th percentile or better, and math placement at the 70th percentile or better. All relevant factors are considered for every student, and in addition, the student is informed of guidelines for continued assessment relative to deadlines for changes in enrollment early in the term, should that become necessary.

To determine second-term enrollment, performance in first-term courses is evaluated relative to continuation in sequences and consideration given to beginning a new subject area. For example, the student who has taken the more advanced, one-term chemistry course would have the option of beginning organic chemistry or physics, along with beginning biology and continuing English and social science. Since grades in these science courses are calculated in the preveterinary science GPA, continued identification and assessment of factors influencing performance is essential to insure, insofar as possible, optimum performance in these courses.

Similarly, first-year enrollment and performance are evaluated in the advising session for second-year enrollment. At this point we can calculate the cumulative GPA and the GPA for courses which will be calculated in the final preveterinary science GPA. The student can compare these GPA's to the current mean and range of accepted candidates to assess his/her competitiveness at this point. Further, we can project future levels of performance necessary to maintain or achieve competitiveness, providing the student a realistic basis for further educational and career planning.

Academic advising has a direct, significant, and obvious impact on the academic record the applicant submits for consideration by the College of Veterinary Medicine Admissions Committee. Consequently, an additional component in preprofessional advising is accountability. Responsibility upon which accountability is predicated can be delineated as follows: (1) The University and College of Veterinary Medicine are responsible to provide complete, clear statements of requirements, policies, procedures and criteria, and to administer these equally; (2) the Advising Center and Advisers are responsible to maintain current information on University and College requirements, policies, procedures, and criteria; to maintain current knowledge of course content and sequences and advising guidelines; and to transmit this information and provide the best advising judgement possible in good faith to all advisees equally; (3) the Student is responsible to obtain and maintain reasonable knowledge of University and College requirements, policies, procedures, and criteria; to make good-faith efforts to comply with these; and to seek information and assistance relative to academic concerns.

To protect the student, adviser, and college, a record of each advising transaction is placed in the student's advising folder describing the nature of the transaction and both the student's and adviser's understanding of information given and action taken. In addition, any committment made to a student is recorded in the form of a memorandum to the student with a copy to the student's advising folder. Examples of notations made in the student's record for this purpose follow:

(1) "Placement scores and background indicate student may enroll in calculus for entry-level mathematics; student understands that college algebra is maximum requirement for veterinary medicine, that the grade for the math course will be calculated in the preveterinary science GPA, and that the student is obligated to completion of college algebra only, and not calculus; student further understands that he may drop back to college algebra in the first 5 days of class, and that October 27 is the last day to drop a course."

(2) "Student understands residency priorities for admission to College of Veterinary Medicine and that he is included in the non-resident category considered for about 10% of the entering class; is aware of the level of competition for non-residents; will obtain admission requirements for other veterinary schools for which she is eligible so a program can be planned to include same and maximize opportunities for veterinary education."

(3) "Memorandum: This is to provide a written record of the following commitment made to you on behalf of the College of Veterinary Medicine: utilizing Honors College privileges for course substitution, the following courses are accepted in place of Biology 211 and 212: Zoology 401 Comparative Physiology, 4 credits; Zoology 441 Genetics, 5 credits. (Copy to College of Veterinary Medicine Admission Office.)"

"EVALUATION OF ACADEMIC ADVISING"

Presenters: **Dr. Dan Wesley**, Director
Dr. James F. Caldwell, Assistant Director, Office of Student Services, College of Arts and Sciences, Oklahoma State University

The theme of the Second National Conference on Academic Advising was "Impact: Advising Makes the Diference." Based on an evaluation of the advisers in the College of Arts and Sciences at Oklahoma State University, we thought it appropriate to deal with the question: "Does academic advising make a difference?" There is much in the literature in the field dealing with models of academic advising, and some on theories of academic advising, but there is little in the literature that deals with the impact and the evaluation of academic advising. Hence, this presentation, which was intended to stir additional interest in evaluating academic advising. The intent here is not to offer this as a model for evaluating academic advising, but rather to encourage others to help document what, if any, difference advising makes.

This presentation in large part is a recognition of the need to work at developing some means of evaluating advising and providing some empirical evidence as to its contribution to higher education. Realizing that each institution and situation may have peculiarities which are unique, we may not, at this time--or, perhaps, ever--be able to develop a "standardized" evaluation. However, we belive it is important to have some basis for evaluating the contribution of advising.

Granted, we will present an approach and some data regarding the evaluation of advising. This is done more to illustrate one means of evaluation rather than to provide "the model" for evaluation.

The purposes for the evaluation were to help in: (1) the evaluation of our advising system so modifications could be made if warranted, (2) the evaluation of individual advisers so the best advisers could be reappointed, (3) the determination of areas where student needs are not being met, (4) consideration of faculty members for promotions, and (5) advisers' modification of their advising practices in light of student perceptions of their effectiveness.

As we worked through this evaluation process, five basic questions were foremost in our minds. (1) How do our students generally evaluate the effectiveness of their adviser? (2) How do the evaluations of non-faculty advisers compare with those of faculty advisers? (3) How does the length of time students have had their advisers relate to their ratings of them? (4) How do the ratings of advisers in departments having a single adviser compare to those of advisers in departments using more than one adviser? (5) What characteristics can be found, if any, that distinguish those higher rated advisers from those who receive lower ratings?

THE ADVISING SYSTEM IN USE

A Director of Student Services, who is an assistant to the academic dean of the college, is charged with the responsibility of coordinating the academic advising program of the college. The Office of Student Services is staffed by four academic advisers who have, as a minimum, Master's degrees and serve as advisers to students who have not declared majors. Students who have declared majors are assigned to selected advisers in their major fields of study. Departmental advisers may be non-faculty who are employed by the departments for the advising function, or faculty members who advise part-time. The departmental non-faculty advisers are selected by the academic department, with the concurrence of the Director of Student Services. Most of the departmental advisers are faculty members who have been nominated by the departmental chairmen, and who, upon the recommendation of the Director of Student Services, are appointed by the Dean with permission for the departmental chairman to allow released time for advising.

METHODOLOGY

We have evaluated our advising system biennially three times over the past few years. The instrument used was developed within the College of Arts and Sciences. It has been modified each time it has been used, but many of the same questions used in earlier evaluations continue to be used.

The questionnaire begins by stating: "We want to improve our academic advisement. This questionnaire will help--if you reply frankly and thoughtfully about your present adviser." The instrument asked for the following basic information: major, adviser's name, class, sex and grade point average. Students were asked to respond to twenty-four items which followed. Eight items are of a general nature in which the student indicates: an overall rating of the adviser, how long they have had the adviser, the frequency of the contacts and whether or not the student has given the adviser a chance to serve him/her well. The remaining items deal with: the availability of the adviser; the satisfaction the student has experienced with the time the adviser has spent with him/her; the relationship between the student and the adviser; the student's evaluation of the adviser's competence.

Regarding the validity of the instrument, a chi-square was used to see what relationship existed between each item of the questionnaire and the overall rating of the adviser as being excellent, good, average or poor. Each relationship was found to be significant at the .01 level of higher, with most being at the .0001 level for the total population. The relationship of each of the twenty-four item questions to sex and to grade point average was generally found not to be significant.

In the spring of 1977 as the students were pre-enrolling for the following fall semester, they were asked to complete this evaluation questionnaire. It was turned in at the same time and placed as their trial study plans were. Of about 3800 students who pre-enrolled, 3029 also turned in the evaluation questionnaire. A few students, however, did not respond to all items on the questionnaire.

Findings

The results of the questionnaire indicated that 40% of the respondents rated their adviser as excellent, 39% rated their adviser as good, 17% rated their adviser as average and 4% rated him/her as poor. An analysis of the data showed that advisers varied greatly in their ratings, with a few of the advisers getting

most of the low ratings and a few having very high percentages of excellent ratings.

An academic adviser's effectiveness is in part dependent upon the advisee's taking some responsibility. It is assumed that the tone set by the adviser will influence student interest in seeing the adviser generally, but only 67% of the respondents indicated that they had given their adviser a chance to serve them well. No advisor with ten or more respondents to the questionnaire had all advisees say they were giving their adviser a chance to serve them well. The more positive overall ratings of the adviser are associated also with the student feeling he/she had given the adviser a chance to serve him/her well and also with a desire to keep the adviser. If the adviser had been given a chance to serve well and was prceived as average or poor, students tended to prefer being assigned a different adviser.

When comparing the evaluations of 1316 responses for the nine non-faculty advisers with 1668 responses for the faculty advisers, the non-faculty advisers were rated significantly higher ($\geq$.01) on most questions. The faculty advisers were rated significantly higher only on the item dealing with their knowledge of requirements and programs in the student's major field of study. This difference may be explained in part by the fact that several of the non-faculty advisers were working with students who had not yet declared majors and, thus, the requirements were unknown.

The length of time a student has had an adviser tends to influence the student's evaluation of an adviser. The length of time is determined in part by the length of time the adviser has served as an adviser and in part by the length of time a student has had a particular major. There is a slight increase in the adviser's overall rating from the time a student has been assigned to the adviser up until the advisee has had the adviser from two to four semesters. After a student has had an adviser for five or more semesters there is a slight decline in the student's overall rating of the adviser.

In an effort to identify attributes which appear to be associated with effective advising, an analysis was made of student responses of the thirty departmental advisers who had thirty-five or more advisees responding to the questionnaire. The six (20%) advisers most highly evaluated on the overall rating as being excellent, good, average or poor were compared to the six who were rated lowest. There were approximately 550 students responding to the questionnaire for each of these two groups. The number of advisees per adviser responding to the questionnaire ranged from thirty-six to 236 for the high rated group and from thirty-five to 255 for the low rated group. The high rated group of advisers included three females and three males, two non-faculty and four faculty members, 3.20 equivalency release time for advising and an age range from twenty-seven to fifty-five, with the average age being 40.5 years. The six lowest rated advisers consisted of one female and five males, one non-faculty and five faculty members, 2.88 full time equivalency release time for advising and a range in ages from twenty-nine to sixty-five, with the average age being 53.7 years.

The lower rated group of advisers had advised for a much longer period of time than the high rated group. It is notable that the lower rated group was older and had a considerably higher portion of time involved in administration, research, committee responsibilities and health problems than the high rated group.

Evaluations of the higher rated group indicated that their advisees were more satisfied with the amount of time spent in discussing careers, perceived them as being more interested in their students and their problems than the lower rated group and also perceived them as being more knowledgeable about sources of information. In the higher rated group, 79.5% of the advisees indicated they had given their adviser a chance to serve them well and 93.1% wanted to keep their adviser. For the lower rated group, the respective percentages were 57.9% and 49%.

It is also interesting to note that there is a pronounced tendency for more positive evaluations to be given to those advisers who do all the advising for their department than to advisers who share advising responsibilities with others within the department.

CONCLUSIONS AND DISCUSSION

Although there are notable exceptions, there appears to be a generally high degree of satisfaction of students with their adviser. There is also a general, though not dramatic, improvement in the overall evaluation of advisers during the three evaluations administered. Non-faculty academic advisers receive higher ratings than faculty advisers. This difference is probably due to (1) greater availability of the non-faculty adviser and (2) non-faculty are selected for their primary competence as advisers, whereas the faculty advisers have this as a secondary role. With the expense o release time and overall effectiveness of non-faculty advisers, it may become more practical to use non-faculty advisers where the doctorate is not expected.

The advisers who have had their advisees for a longer period of time tended to receive lower ratings. These individuals were advising before the present selection process was instituted, and they tended to have a large number of advisees. They also tended to be older. They may have lost interest in advising. These individuals tended to be faculty who also have other responsibilities and interests. Perhaps they have not kept up with policies, procedures and program changes and may not appear to be as approachable, though they should be better known by their advisees. However, the students perceive that these advisers cannot relate as well, and consequently they do not give them as much chance to meet their needs.

In comparing those higher evaluated advisers having 35 advisees or more with those receiving lower evaluations, certain characteristics distinguish the two groups, while little differences are found in other characteristics. Neither the number of advisees of an adviser nor the academic department of the adviser appears to be a factor. The highest evaluated group tended to be younger, have served as an adviser for a shorter period of time, have a little more release time for advising and have less committee, administrative or research responsibilities. Not only

did the higher evaluated group have the higher ratings on a scale from excellent to poor, but their advisees indicated a much higher degree of satisfaction with the help they received in dealing with career information, academic problems and basic information. Although there were individual variations, the top rated group as a whole ranked higher in all areas covered in the evaluation. Effort needs to be made to get faculty who are more committed to advising involved in academic advising. The students of the top rated group indicated they had given their adviser a better chance to serve them well and were much more likely to want to keep their adviser. It may be that the adviser's response to students contributed to the students giving them a chance to serve well.

The fact that advisers are rated differently by their advisees shows that all students do not like the same kind of advising, that advisers do not relate to all students alike, or both. The relationship between advisees and advisers may become a very personal thing. Means for encouraging students to make better use of their advisers at times other than just enrollment need to be found.

The higher evaluation received by advisers in departments having a single adviser may well be the result of an effective process used in appointing advisers. The most qualified person can be identified and appointed as adviser. Advisers in a department having a single adviser feel more responsibility for being knowledgeable and being available. In multi-advising departments, there may be more of an inclination that "someone else can do it, if I don't." It appears that "when everybody advises, nobody advises." Through the selection process now in use, departmental chairmen may be more sensitive to the importance of the advising function and may be nominating faculty members who are better qualified and more interested in advising.

"INTEGRATING ACADEMIC COUNSELING INTO THE CENTER FOR STUDENT DEVELOPMENT"

Presenters: **Cindy Alsup**, Academic Counselor
Ella Faulkner, Academic Counselor
Dr. Dennis Heitzmann, Director
Fran Hurley, Career Counselor
Dr. Tom Osborne, Coordinator of Educational Support Program
Center for Student Development, Memphis State University

This session presented a model for integrating a general advising center into a comprehensive center for student development. A rationale was provided for the integration of a variety of counseling and helping centers into a center for student development. Based on the important monograph, Student Development in Tomorrow's Higher Education (Brown, 1972), the idea that ". . . Total student development has been and must remain one of the primary roles of higher education. . . ." was advanced. Two key developmental concepts emerged. 1) The collegiate years are the period for many individual students when significant developmental changes occur. 2) There are opportunities within the collegiate program for it to have a significant impact on student development. Too often counseling and advising contacts with students are viewed as remedial and terminal or, as Alexander Astin (1978) put it, "discrete encounters rather than developmental processes." Even the best staffed traditional counseling centers see only a limited percentage of students on campus. Thus, perhaps the most scathing indictment: "One of the major weaknesses of current student development programs and student affairs functions is that they directly affect a small minority of students and indirectly have almost no impact on the academic aspects of student life" (Brown, 1972, p.43).

In large part the Center for Student Development was formed and the Academic Counseling unit of the Center was included to respond to the challenge advanced by the Professional Association of College Student Personnel Workers; namely, that there be "some type of direct contact with every student." The Center for Student Development in general, and the Academic Counseling unit in particular, provide this direct contact with every student through a structure and procedures that are designed to maximize the opportunity for student involvement with student services professionals.

THE CREATION OF THE CENTER FOR STUDENT DEVELOPMENT

Former Structure and Function of the Advising, Counseling, and Student Assistance Services

Prior to the formation of the Center for Student Development in the summer of 1977, the advising, counseling, and educational support programs were independent student services with locations in a variety of places on campus. In addition to being structurally and physically independent, there was a concomitant limitation of communication and referral channels among the various units. It was noted that students and referral agents alike experienced occasional confusion as to locating the appropriate resource for the perceived need. In some instances there was a distinct overlap of services, duplication, and consequent inefficiency in terms of cost and services.

In order to meet the challenges outlined above and to rectify the inadequacies of the former system, the Center for Student Development was conceptualized, planned, and, in the fall of 1977, established. The primary advantages of the Center structure and function are to ease the process of referral, to provide for parsimony and flexibility in budgeting, to reduce overlap and duplication, and to provide the opportunity for mutual interaction and communication on clients and professional interests among the professional staff.

CENTER FOR STUDENT DEVELOPMENT

The Center for Student Development is a comprehensive counseling and assistance facility providing personal/psychological, academic, and career resources for Memphis State University students. The existence of the Center is based upon the University's commitment to provide professional resources for students to draw upon as they confront the developmental tasks concomitant with their educational experience. By emphasizing developmentally oriented activities, the Center strives for maximum contact with the university community. The primary activities of the Center include:

- --individual and group counseling
- --personal and educational enrichment programming
- --consultation and training for individuals and campus organizations

The Center for Student Development thus encompasses a wide variety of counseling and helping activities through its various components: Academic Counseling, Career Counseling, Personal Counseling, the Testing Center, and the Educational Support Program.

ACADEMIC COUNSELING WITHIN THE CENTER FOR STUDENT DEVELOPMENT

The aforementioned goal of "having some type of direct contact with every student" has become a reality with the inclusion of the Academic Counseling unit within the Center for Student Development. This unit, formerly referred to as the General Advising Center, provides the entry point to the Center for all students. The advantages to the student are: 1) Each student is formally assigned to one counselor on the staff. From the time a student is accepted into the University, he is in contact with a professional counselor who provides an acceptable and comfortable entry point to academic advising and developmental counseling. 2) The Academic Counseling unit serves as a vestibule for students to investigate the wider array of counseling and helping services available to them through the other components of the Center. Because of its proximity to other offices within the Center, students using the Academic Counseling unit find it to be a simple matter to seek additional information and counsel of career, tutorial or remedial educational services, and personal concerns. 3) The establishment of a relationship with a counselor early in one's collegiate career provides that student with the opportunity to form a personalized relationship with a professional that can endure and facilitate his developmental progress. Moreover, as Chickering (1978) and Astin (1978) note, the intensity and duration of contact with a student has a significant impact upon the likelihood of retaining that student at a university.

RELATIONSHIPS WITH OTHER COMPONENTS WITHIN THE CENTER FOR STUDENT DEVELOPMENT

From the initial meeting with the student until the time the student is ready to transfer to his major department, academic counselors are in a position to make the necessary referrals to other parts of the Center for Student Development. A close relationship among the various counselors in the different units of the Center makes for a facile means to refer. Each academic counselor is skilled in determining the particulr needs of the students and, with the increased awareness of the function and professionals of the other units of the Center, a referral can be made with confidence.

CONCLUSION

In an important presentation at the Second National Academic Advisors' Conference in Memphis, Tennessee, Alexander Astin (1978) provided the following message: " . . . Any policy or program that increases a student's contact and involvement at the university will increase that student's development." He sees advising as a continuing process, one that may begin simply with the exploration and recommendation of a course schedule in the freshman year and continue with the opportunity to focus on career and personal related issues. Thus, the academic counselor's role is to include developmental counseling, information and referral to other campus resources.

The Center for Student Development, through its various units, strives to make contact with the mainstream of students to increase the possibility of involvement in the university environment. Because the Center provides a unified staff of diversified professionals in a centralized location, students and referral agents alike are assured of a complete and comprehensive package to suit their particular needs.

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"UTILIZING PART-TIME PARAPROFESSIONALS AS ACADEMIC ADVISORS--A MODEL"

Presenter: **Margaret C. King**, Counselor/
Coordinator of Academic Advising
Ocean County College, NJ

I. OCEAN COUNTY COLLEGE

Ocean County College is a public two year community college located in the fastest growing county in the state of New Jersey. Its enrollment in the fall of 1978 included over 2700 part-time and 2900 full-time students.

II. BACKGROUND OF ACADEMIC ADVISING AT O.C.C.

Academic Advising at O.C.C. had traditionally been handled by both Counselors and full-time teaching faculty. The Counselors met with all entering freshmen for orientation and advising prior to the start of their first semester, and then the students were assigned to a faculty advisor for academic advising for their remaining semesters at the College. When the college was smaller, the system worked well. However, as enrollments began to climb, both students and faculty started expressing some concerns. For the faculty, their advising load was becoming unwieldy. For the students, they had trouble meeting with their Advisor and/or their advisor simply agreed to sign an already completed pre-registration form. A survey completed in 1975 showed that only 30% of the faculty and 27% of the students were satisfied with advising as it was. That fall, the President and the Dean of Students asked the Counseling Staff to address the problem.

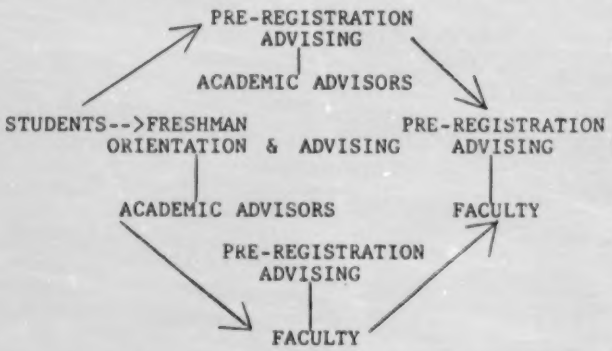
The Counseling Staff developed a proposal that was both problem solving and innovative. It was based on the concept of an Academic Advising Center staffed by full-time professionals. However, budget restrictions, combined with the staff's previous experience with Manpower paraprofessionals, led to the idea of using part-time paraprofessionals, working out of the Counseling Center, as Academic Advisors. A job description was developed for the position which established the AA degree in Social Science or a related area as a minimum requirement, with the B.A. degree preferred.

An experimental program utilizing part-time paraprofessionals as academic advisors for 500 freshmen was instituted in the summer and fall of 1976. Of the five people who were hired to serve as Academic Advisors, three were O.C.C. graduates who had completed or were about to complete their BA degree at Georgian Court College, one was a former teacher with a Master's degree, and one was a retired senior citizen with an extensive background in education. During a twelve hour training program conducted by the Counseling Staff, they were exposed to a thorough review of academic policy and procedure, academic programs, degree requirements, ACT interpretation, communication and counseling skills, and group counseling techniques.

That summer, the Advisors ran the freshman orientation groups which were two hour programs designed to familiarize the entering student with O.C.C., with his or her ACT profile and its meaning, with the degree requirements for his/her major, with the recommended courses for the first semester, and with the Counseling services available. During the months of November and December, Advisors provided the pre-registration advising for the second semester of the student's freshman year. At that time, the Advisor and student met on a one-to-one basis for ½ hour to discuss the student's educational and career plans, his/her experience at O.C.C., the remaining degree requirements for his/her major, and the specific courses to be taken the next semester. Evaluation forms were completed by 360 of the students who participated in the program (85%); 332 (92%) were satisfied with the advising they had received and 333 (92%) were comfortable working with an Academic Advisor.

Based on the successful experience with the experimental program, a Program Service Improvement (PSI) was submitted to the Deans and President to utilize trained part-time paraprofessionals to provide academic advising for all full-time freshmen during the summer months (Freshman Orientation & Advising) and for all full-time freshmen not enrolled in certain specific career programs (i.e. Engineering Technologies, Nursing, etc.) during the fall. In those programs, the faculty involved preferred to handle all advising for their students. Approximately 800 to 1000 freshmen would be seen by the Academic Advisors.

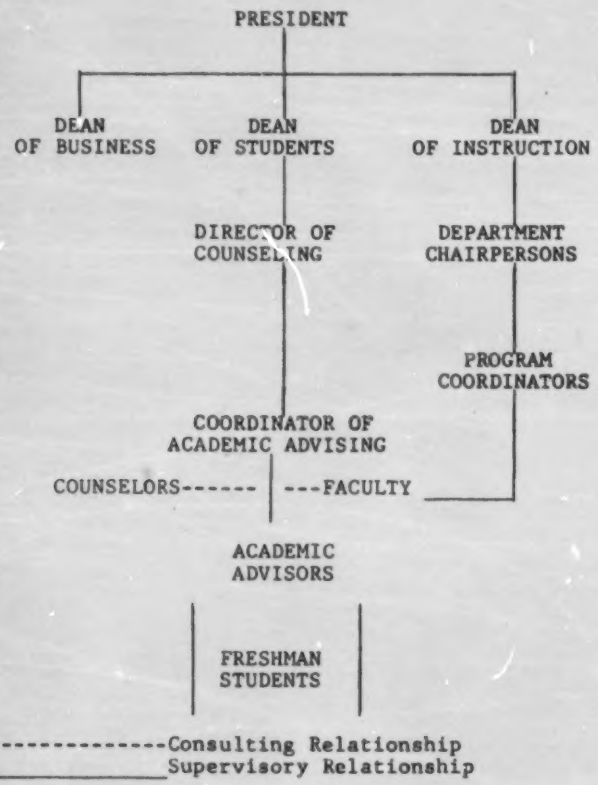
ACADEMIC ADVISING THROUGH THE
FRESHMAN AND SOPHMORE YEARS



The P.S.I. took a systems approach to the whole area of academic advising. Academic Advisors would provide advising for students for their freshman year and Faculty Advisors would do so for the sophomore year. This approach assured continuity, as each student would have one advisor for the entire freshman year and one faculty advisor in the department of his or her major for the entire sophomore year. The faculty would be relieved of approximately half of their advising load and would, thereby, be able to spend more time with

their advisees, discussing each student's academic progress and his or her educational and career plans, and sharing some of his or her own expertise regarding the field the student planned to enter. Throughout the process, Counselors were available as resource people for all persons involved.

OCEAN COUNTY COLLEGE
ACADEMIC ADVISING MODEL



III. THE PRESENT SYSTEM

Now, two years later, the Academic Advising staff numbers twelve. Four have earned Master's degrees while the remainder have at least the bachelor's degree. Seven are housewives who were ready to move back into the labor market on a part-time basis. Of those seven, three are faculty wives. One is a retired senior citizen. Four have other full-time jobs and do academic advising in the evening.

The training program required of all Advisors has been expanded. In addition to the completion of a self-instructional program, complete with tests, which covers all relevant academic information (degree requirements, major requirements, course information, academic policy and procedure, admissions requirements and procedures, and support services), the Advisors must now attend 16 hours of training. There are six sessions which consist of:

1. Orientation, which includes a general discussion about academic advising (what it is, how the present system was developed, how the present system works), a tour of the campus, introductions to key personnel, and the distribution and explanation of the self-instructional program.
2. Review of the self-instructional program.
3. Review of students admissions folder contents (application, High School Transcript, ACT profile sheet, etc.) as well as an explanation of the ACT and the Basic Skills Test (a placement test in English, Math, and Reading), the interpretation of test results, and the application of academic information to specific folders.
4. Discussion and practice of communication and counseling skills and group counseling techniques.
5. Review of the orientation and advising program.
6. Observation and co-leading of advising groups and/or individual sessions.

As has been mentioned, the Advisors major responsibilities are to facilitate the freshmen orientation and advising groups during July, August and January, and to handle pre-registration advising for the student's second semester during the months of November/December and March/April. The summer program has been expanded to three hours, and includes:

1. a large 1 hour group orientation session (24 students), facilitated by one Advisor, which provides an introductory exercise and a catalogue exercise designed to cover basic college information (student services, academic policy, etc).
2. a 2 hour small group advising session (6 students) facilitated by 4 Advisors (one per group) which includes an introductory exercise, a discussion of each students educational and career plans, a review of basic degree requirements, the selection of courses, and the scheduling of classes.

Two other areas of responsibility have been incorporated into the program during the past year. All Advisors now assist the Counselors during the on-campus registration and drop/add periods. In addition, four Advisors are selected to receive additional training in order to provide academic advising for part-time evening students two nights a week.

The Academic Advising Program is coordinated by one member of the Counseling Staff. Her responsibilities include: (1) interviewing and hiring new Advisors; (2) developing, in conjunction with other members of the Counseling Staff, a comprehensive training program; (3) coordinating the training program, three sessions of which are facilitated by the other members of the Counseling Staff; (4) conducting the remaining training sessions; (5) providing coordination with other areas of the college i.e. the academic departments, the Admissions Office, and the Basic Skills Testing Coordinator; (6) scheduling advising activities; (7) coordinating Advisor schedules; (8) coordinating procedures for the scheduling of student appointments with Advisors; (9) supervising and evaluating the overall program;

(10) supervising and evaluating each Advisor; (11) completing an annual report; and (12) developing and monitoring an annual budget.

The initial budget for the Academic Advising Program was $4200. It was based on an estimated number of advising hours for the year which was then multiplied by $3.75, the initial advisor salary. In addition, a salary for a full-time secretary for the five week fall pre-registration period was included. Today, the budget amounts to $6800, reflecting salary increases ($4.27 per hour), the addition of $1300 from the evening Counseling Budget, and the addition of $830 from the Basic Skills Testing Budget.

The ongoing evaluations completed by students have been extremely positive. In addition, feedback from faculty and staff is solicited on a regular basis. Where problems have been identified, such as the accurate placement of students in Math courses, a genuine effort has been made to find the source of the problem.

IV. WHERE WE GO FROM HERE

Ideally, the Academic Advising System at Ocean County College will continue to expand. One major objective at this point in time is to provide the opportunity for each Advisor to work a few hours a week. That will provide more continuity for the Advisor, it will enable the full-time freshman student to make contact with his/her Advisor at any time, and it will allow for the expansion of advising services to the part-time students who, at this time, are not assigned an Academic Advisor.

"SOME THEORETICAL AND PRACTICAL CONSIDERATIONS FOR ADVISING ADULT STUDENTS"

Presenter: **Mary Delaney Hennessey**
Coordinator for Student Services
Boston College Evening College

The first part of this session examined some of the theoretical and developmental issues characterizing 'older' or adult learners, i.e., their stage of development, predictable difficulties, anxieties which may be anticipated, specific issues and concerns. The second part concentrated on the implications these facts have in terms of 'practical' institutional responses and considered some on-going administrative practices. An overview of some interesting statistics set the tone for the session.

> Adult and continuing education represents the most rapidly growing aspect of American higher education. The results of two National Center for Education Statistics surveys show that between 1968 and 1976, the number of colleges and universities offering adult and continuing education activities increased from 1,102 to 2,225. A whopping 102 percent increase in eight years. Moreover the total registrations in the same period increased from 5.6 to 8.8 million.
>
> (Dept. of Health, Education, and Welfare)

Obviously, this data suggests that academic advisors, counselors and educational administrators will continue to be challenged not only to identify the particular needs of adult students but also to develop responsive institutional programs, policies and procedures. Attention, therefore, was directed to the question of whether or not the services, traditionally associated with regular, full-time students would be suitable when applied to a vastly different, somewhat older, largely employed population with differing needs and expectations.

The next part of the session noted the diversity of advising services available in institutions of higher education. Institutional mission, structural organization, fiscal capability and commitment to student services were cited as influences which affect to some degree the range and depth of these services. Social, economic and cultural trends extraneous to the educational institution were noted to have an impact on the needs which an institution chooses to address. Figures were cited suggesting that the increasing numbers of adult students currently participating in educational programs would undoubtedly focus even additional attention on non-traditional learners.

Since responsive institutional practices depend to some extent on an understanding of the student population, the next part of the session focused on developing a more complete picture of the new student body. How old are students? What does their particular stage of development imply with respect to program planning? What kinds of concerns and problems should advisors anticipate?

Research developments on the life stages of adults were cited and efforts made to distinguish specific stages of adulthood and their relationship to the emergence of certain predictable types of anxieties and difficulties.

Since the group comprising the largest segment of the part-time older student population is between the ages of 23-29, the age roughly identified as young adulthood or stage of adult transition, attention also focused on the implications these facts have upon advising services.

An overview of young adulthood highlighted some of the characteristics advisors should be particularly conscious of when dealing with the adult student, i.e., their feelings of capability and desire to translate ideas, plans, and hopes into realities; their 'reservoir of confidence' which allows them despite setbacks and frustrations to rebound, their openness to new options and possibilities. Various theoretical constructs were outlined and research from several theorists cited so that advisors would have a more complete understanding of the student population and thus suggest which types of responses may or may not be appropriate. Since academic advising is not an isolated activity, non-academic issues which frequently impinge on academic performance were also considered.

In the next part of the presentation, attention focused on what advisors might expect adult learners to bring to the learning situation. Among the issues explored: the contrasts between these students and 'younger students', differences in self concept and motivational patterns, types of programs adults seek, the emphasis on career and professional courses.

In the second half of the session emphasis shifted in order to take a closer look at how these facts and observations might be translated into practical responses by the institution. A look at some on-going administrative programs and outreach efforts provided an important dimension to the presentation.

"MEASURING FACULTY ADVISOR EFFECTIVENESS"

Presenters: **Dr. Stephen C. Brock**, Center for Faculty Evaluation and Development, Kansas State University
Dr. Robert Gardner, Director of Advising, College of Engineering, Cornell University
Dr. Howard Kramer, Director of Research and Planning, Cornell University

A national climate of enthusiasm for understanding and improving the functions of faculty as student advisors brought together professionals from Cornell University: Dr. Howard Kramer, Director of Planning and Research for the Division of Campus Life, and Dr. Robert Gardner, Director of Advising and Counseling, Division of Basic Studies in the College of Engineering; and Dr. Stephen Brock and William Cashin of the Center. Each of the four is either currently involved in student development and its relationship to faculty advising or has been in the past. Kramer and Gardner have collaborated on a publication, Advising by Faculty, a guide to faculty advisors. Brock and Cashin, for the past three years, have been working with colleges and universities throughout the nation to assist them to implement a data-based approach to instructional improvement based on IDEA, the Center's approach to student's ratings of instruction.

They formed the Cooperative Project on Advising in order to take the first steps toward developing a comprehensive service for colleges and universities to assist them with the improvement of faculty advising of students. Such a service would include the delivery of consulting services provided by Kramer and Gardner, based on their model of advising effectiveness and their model of effective management of advising. The consulting services would be supported by an advisee rating system available from the Center at Kansas State, providing a data base for individual faculty and for those who manage advising systems.

The short range goal of the project was to develop and pilot an advisee rating form which would provide information useful to faculty advisors.

The following four assumptions guided the development of the questionnaire:

1. Advising outcomes are divisible into three major categories: student course selection, career choice and personal problem solving.
2. The most successful information for a faculty advisor would point to specific behaviors of the advisor which relate to these outcomes.
3. Student expectations about faculty advising influences their perceptions of advisor behaviors as well as the outcomes of advising.
4. The aggregate of advisee perceptions of advisor behaviors and the consequences of advising on course selection, career choice and personal problem solving can provide reliable and valid information.

In the spring of 1978, faculty advisors and their advisees at nine colleges participated in the piloting of a questionnaire designed to measure advisor effectiveness and to point to means for improving effectiveness.

How was effectiveness measured? Students were asked to rate the helpfulness of their advisor in three general areas: assistance in course and career planning and personal problem

solving. They also responded to questions on the order of: "I have a more accurate view of my academic program", "I feel more competent to make a career choice", etc.

Students were also asked to respond to questions about their advisor's behavior in advising meetings with them, such as: "Summarized my comments", "Checked to see if I understood what he/she was saying", etc. The research goal was to identify advisor behaviors which relate differentially to the outcomes of advising, that is with different impact on advisee course selection and personal problem solving. We believe that if we can help advisors to get a picture of their behavior, and an understanding of the effects of various behaviors on advising effectiveness, then faculty advisors will modify their practice where warranted, and improve the effectiveness of advising.

Analyses of the data for 700 student advisees of 78 faculty advisors suggests the following:

1. Ratings of 10 advisees can provide reliable information (the average corrected correlation for split halves was .69).
2. Advisee ratings appear to be a valid measure of effectiveness. (Ratings of college administrators who manage or coordinate advising systems and ratings of student advisees tend to agree.)
3. Most of the advisor behaviors correlate .60 or higher with advisee ratings of effectiveness in career exploration and course selection. (Behaviors are less related to personal problem solving.)
4. Advisee ratings of success in course selection and career exploration are highly related to ratings of satisfaction with the advisor. Advisee ratings of success in solving personal problems are related less significantly to ratings of satisfaction. (While students' ratings of the helpfulness of the advisor in the solving of advisee personal problems are highly related to their ratings of success in solving such problems, advisees appear to view their faculty advisor more as course and career guide than as therapist.)
5. Student expectations about advising, the sex and year in school of the advisee, and the frequency of the interactions with their advisor do <u>not</u> appear to have a significant impact on advisee ratings of satisfaction or of the effectiveness of advising.

Thus, we are encouraged with these results as they suggest we have begun to identify advisor behaviors which contribute to outcomes of advising. Where we found that most of the behaviors correlate with most of the outcomes, we had hoped to find more discrimination. That is, we had hoped to identify certain behaviors which contribute to course choices but which don't relate to career selection and vice versa. Perhaps the lack of discrimination resulted from the sampling at extremes of effectiveness. We may find in a larger sample, with less variability in advisor effectiveness, that the correlations will not be as high between behaviors and outcomes but that they will be more discriminating.

Based upon the present data, we must also consider the possibility that these behaviors (and probably others) characterize a helpful advising style which has generalized beneficial effects on the array of advising outcome (career choice, career selection and personal problem solving).

For a copy of the paper from which this synopsis is drawn, write to Steve Brock, Center for Faculty Evaluation and Development, 1627 Anderson Avenue, Manhattan, KS 66502.

"A MODEL FOR ADVISEMENT INTEGRATING THE USE OF FULL-TIME PROFESSIONAL ADVISORS AND FACULTY"

Presenter: **Katherine Kubala**, Academic Advisor
State University of New York at Buffalo

The basis of this program is practical in that the advisement model described has been in operation for the past six years at the State University of New York at Buffalo. The format will be a lecture describing the model with graphic overlays displayed on the overhead projector as aids to comprehending the model. The lecture presentation will be followed by a discussion focused on the advantages and disadvantages of the model. The most appropriate audience for this program is persons who are interested in a program that used faculty for limited highly specific advisement responsibilities and that depends upon non-faculty professional advisors to carry the primary responsibility for academic advisement. The model is a method of integrating and synthesizing two unique modes of advisement into a single system.

THE MODEL

The Division of Undergraduate Education at the State University of New York at Buffalo is the home for a group of 13 non-faculty full-time professional academic advisors. These advisors all have Master's degrees in various disciplines ranging from counseling psychology to science and mathematics. The objective is to achieve as diverse a variety of educational backgrounds as possible so that each person can contribute a unique body of knowledge to the staff. A wide range in age and differing employment backgrounds also contributes diversity to the staff.

Individual advisors are assigned to a team connected with one of the University Faculty groupings which are Humanities, Social Sciences, and Natural Science Mathmatics and Health Related. These groups of 3-4 advisors are referred to as Faculty groups and the group maintains liaisons with each of the departments contained within their Faculty group. Groups co-ordinate departmental programs within their Faculty, create public relations material, and maintain departmental requirement sheets in the academic advisement resource center.

In addition to association with a Faculty group, professional advisors also have individual co-ordinator responsibilties. In this capacity they work with special populations such as undecided majors, foreign students, students rejected by departments, and students on academic probation. They also design and execute the academic orientation for freshmen and transfer students, and teach a one semester continuing education course.

In most instances a student who has reached junior standing is eligible for departmental acceptance. Upon acceptance the student is assigned a departmental advisor and continues to maintain an advisement relationship with the professional advisor in the undergraduate division. Thus, at the university, most students for their last two years have two advisors, a faculty member and a professional staff person. Students may also confer with a peer advisor under the newly established peer advisement program. When students need advisement, the faculty addresses such issues as selection of a graduate school or a set of electives that compliment the major, while the professional advisor continues to address general university concerns.

"FACULTY MEMBERS AND ACADEMIC ADVISEMENT: A SOCRATIC PROPOSAL"

Presenters: **Neil J. George**, Professor
Department of History/Political Science
Michael J. Salevouris, Professor of History/Political Science
Webster College, Missouri

We intend to argue two premises: (1) Given current notions concerning the function of a college education, a good advisement structure should consciously attempt to expose the college student to multiple sources of academic counsel, and (2) in such an advisement structure active faculty participation is essential not only for the well-being of the individual student, but for the well-being of the institution. What we say will not be original or new; we will instead be reiterating some old truths which often seem to get submerged in the day-to-day operation of many advisement systems. Finally, what we say, we say as interested amateurs, not as professional advisors or counsellors. Our presentation reflects some of the insights we have gained as teachers who happen to do advising; we in no way presume to tell the professionals in the field how to do their job.

ADVISEMENT AS PROBLEM SOLVING

If you look up the word "advise" in a dictionary, as one of the definitions you will find: "to give advice," to "counsel," to "recommend." Close synonyms include "admonish," "caution," and "warn." (Webster's New World Dictionary). To a great extent all of these apply to academic advisement as it is practiced in countless institutions. We argue, however, that academic advisement, when defined in the above ways, can fail both the student and the institution. Why?

It is almost a cliche' that the world is changing so fast that today's answers may be tomorrows' forgotten dogmas. "Future Shock," as Alvin Toffler argues, will be a major trauma for the graduates of the '70s, '80s and '90s. The average college graduate will experience an estimated five distinct occupations in his or her lifetime. A career trained for today may be glutted or obsolete a decade hence; many of the most attractive jobs of the future have not been "invented."

In the light of all this it is apparent that higher education cannot promise students a stable and secure future. A college or university cannot, and should not, promise students that it can provide the answer to the riddle of life--whether in the guise of career preparation or a body of knowledge universally recognized as essential to understanding the world. The world is changing too fast and knowledge exploding too rapidly for any such complacent notions. Consequently, the self-proclaimed goal of many educators today is to prepare students to cope with change, to cope with the problems the future will throw up before them. The function of education from this perspective is not to provide answers, but to help students solve problems; to help them become life-long learners; to help them become effective decision-makers as far as their own lives are concerned.

If such a philosophy of education is valid, and we think it is, then the present limitations of much student advising, whether done by faculty members or professional advisors, becomes apparent. Too often advisement revolves around providing answers for the student. Certainly students do need answers to many substantive and procedural questions. But when it comes to making critical educational, career, or life choices, the road should not be made easy for them.

Thus the function of the advisement system, as distinct from individual advisors, should not be to "recommend," "warn," "caution," or "admonish," but to encourage responsible decision-making based on a number of alternatives.

An obsolete definition of "advise" reads: "To look at mentally: to consider, think of, think over, ponder." (Oxford English Dictionary). This definition reflects perfectly what we feel every academic advisement system should emphasize. Students should be provided with resources and encouragement, to be sure. But more importantly they should be forced to "think over" and "ponder" options and alternatives and ultimately take the responsibility for choosing among them.

Here is where the advisement structure comes in. It is our contention that any system which assigns an individual student to a single advisor (whether a faculty member or professional advisor) is not specially supportive of the above aim. Such a system, often unconsciously, sets up the advisor as an authority figure and answer-giver. This is so even when an advisor consciously assumes a low profile, lays out multiple options, and urges the student to make up his/her own mind. To an entering student, who is often frightened, confused, and naive, the advisor represents the institution, and it is all too easy for the student to assume that the advisor "has all the answers," or has presented all the options. Yet this can never be the case, as anyone knows who has compared the advice given by a number of advisors.

Consequently, it is important to provide, in a systematic way, a multipolar (or polycentric) advisement structure to insure that students are exposed to multiple perspectives. Put another way, students should have more than one advisor. Thus if each individual advisor "recommends, cautions and warns," as it is often necessary to do, the system as a whole will reinforce a number of basic truths; (1) that no single person (advisor) has all the answers, (2) that the institution does not speak with a single voice. Diferent advisors will offer different advice on the same issue, (3) that for any given student goal, there may be multiple paths to that goal. Further, the school, and the world it reflects, is perhaps much more complex than the student realized, and (4) that on any specific issue one person's advice may not be as good as another's. Students discovering this will be much more discriminating with respect to the advice they seek and the advice they accept.

In sum, the advisement sturcture should set up for the student a sort of Socratic dialectic (or dialogue) among a number of competing options and opinions, with the student ultimately responsible for the final decision. In this way the advisement structure itself can more accurately mirror the larger educational mission of the institution, that is, to aid students to become responsible problem solvers

who know how to collect information, weigh options, and make decisions. If structured in this way, the advisement process itself might be as valuable for the student as an official course.

THE FACULTY ROLE IN ACADEMIC ADVISING

Within the broad advising structure described above, indeed within any advising structure, we see the faculty playing a pivotal role. Note: we do not argue that faculty members are superior to professional advisors. Professional advisors are, in many settings, indispensable and qualified in ways that faculty members are not. Professional advisors are often far more up-to-date concerning the school-wide "rules of the game." Their angle of vision is wider and more comprehensive concerning the totality of course offerings, program options, college resources, and the like. They also provide a useful corrective for narow departmental self-interest. The list could be lengthened, but the point is that we do not question the value of the professional advisor. Instead, we are arguing that faculty members can make unique and valuable contributions to the advisement process as a whole--contributions which benefit both the individual student and the institution. In addition, the faculty member too can benefit greatly from being included in the advising process.

Perhaps the greatest single advantage a faculty member has over the professional advisor is his/her (the faculty member's) day-to-day classroom contact with students. It could be argued that faculty members have a more intimate knowledge of the realities of academic life, although this is a debatable point. The faculty member daily has contact with a number of students that the professional advisor may see only occasionally. Thus can the faculty member constantly monitor students' expectations, academic strengths and weaknesses, and student performance levels. None of this insures that a faculty member will be a good advisor. But when effective faculty advisors are identified, such background adds a dimension to the advisement process that is unique and irreplaceable.

The uses of faculty advisors also strengthen the teaching-learning process as a whole. Academic advising gives the faculty member the opportunity to see academic life through the eyes of the student. Often the classroom is not the ideal arena for developing empathy for the student's fears and frustrations. For example, usually faculty members are the last to hear student complaints about problems in their own courses (i.e., the faculty member's courses). But much can be learned indirectly about one's own prformance by helping students deal with the problems they are having in other courses with other instructors. In the wake of such conversations it is an obtuse instructor indeed who doesn't often reflect, "There but for the grace of God go I." In short, such informal contacts with students provide instructors with a wealth of valuable information which can then be put to good use in their own classrooms. Without contacts such as advising provides it is very easy for the faculty member to become isolated and oblivous to student needs.

Faculty-student contacts in the advisement process not only help the faculty member see the student as a real human being, they allow the student to see the faculty member in the same light. After all, not all learning takes place in the classroom and both student and instructor can learn a great deal from each other in the give and take of academic advising. And it is no bad thing for the student to talk with a faculty member when (hopefully) he or she has shed the forbidding armor of "authority" in this subject or that.

The uses of faculty advisors, especially in conjunction with professional advisors, can create an effective system of checks and balances within the advisement structure. Two advisors, each with different values, expertise and angle of vision, we all try to be in an advising role, a host of personal preferences and idiosyncracies are never totally submerged. Unconsciously we bcome advocates rather than neutral resources. This tendency is partially overcome by exposing the student to both a faculty member's opinion and that of a professional advisor.

Finally, the juxtaposition of faculty and professional advisors will greatly enhance the informal flow of information within a given institution. Any student who talks regularly with a professional advisor and a faculty advisor will, in effect, function as an informational pipeline, or linkage, between the two advisors. In this way each advisor can get a much better "feel" for what other advisors are saying and for what is going on in other parts of the school. Faculty members will be able to become more conversant with the "big picture," and the professional advisor can continually take the pulse of faculty and departmental opinion. Further, it should be noted, such an informational exchange between advisors, facilitated by the student as a sort of message bearer, serves another function. It acts as a corrective to bad or inaccurate information, and it tends to keep all advisors "on their toes." If one knows that another party is monitoring one's advising performance, one will be more determined to do a thorough, conscientious job. This is especially true for faculty members. Traditionally faculty advising has not been rewarded, and there is thus little incentive to be a good advisor. A dual advising structure would tend to compensate for this defect. It also can be said in passing, that such a multi-level advisement system might be an effective first step toward making academic advising part of the faculty reward structure. One can reward only what can be evaluated, and such a system would provide the basis for an effective evaluative mechanism.

CONCLUSION

In summary, we believe that faculty participation in the advising process is indispensible. In many ways a faculty advisor can serve students in ways that the professional advisor cannot. Moreover, we believe it would be valuable to establish a multiple level advising structure based on the philosophy that

advisement should be a mechanism not to determine answers for the student, but to help students become autonomous, responsible decision-makers. The time-honored Socratic method, which emphasizes self-discovery through the mechanism of critical questioning, must not be limited to the college classroom. It should be practiced equally in the advising process itself. This would reinforce the notion that it is not the function of advisement to provide "answers" but questions; not dictate direction, but elaborate options. And to do this, neither a professional advisor nor a faculty advisor can be totally adequate. Only exposure to multiple perspectives, including at least one faculty perspective, can enable a student to realize that no single person can have all the answers and that the student's life choices are ultimately his own.

"ADVISING CAN REDUCE ATTRITION! A COMPREHENSIVE CONTINUING ORIENTATION PROGRAM"

Presenters: **Kay Schotzinger**, Assistant Director, Advising & Orientation
Dr. Arvin I. Lubetkin, Advising and Orientation
Dr. Richard C. Rynearson, Advising and Orientation
Kent State University

Based on a sample of approximately 1,500 freshmen who voluntarily elected to participate in a continuing orientation program over a two year period, there was a dropout rate of twelve percent for the experimental group and twenty-one percent for the control group who did not participate in this ongoing orientation program. This session will:

1. Describe a comprehensive continuing orientation program for freshmen from its initial conception based on need assessment to its current functioning some five years later.
2. Institutional climate will be described in terms of the economic and political realities and their influences and effects on this program over time.
3. The development of the program proposal and its evolution as a function of number two will be described.
4. A description of how the initial funding sources were explored, obtained and the ongoing operation developed, maintained, and supported.
5. Implementation of the program:
   - A. Development of the training model to meet specific needs.
   - B. The changing of this model as function of program development during the initial stages, middle and later stages.
   - C. Changes in specific program proposed as climate and support levels changed.
6. Current training programs and methods.
7. Current functioning of the class and training model will be discussed in greater detail dealing with the interface with various university constituencies.
8. If possible several trained peer advisors/instructors will be present to discuss their role in current program functioning in terms of training, operation, staff and student utilization of services.
9. The evaluation of two years data for freshmen who participated in the program will be presented in terms of attrition rates, grade point averages and other pertinent information.
10. A discussion of the program by the presenters and the audience will follow in the time allowed.

"ADVISING THE UNDECLARED STUDENT: USING A MINI-WORKSHOP DURING FRESHMAN ORIENTATION"

Presenters: **Thomas A. Corigliano**, Coordinator of Academic Advisement
Paul E. Morocco, Director of Counseling
State University College of Arts and Science, Plattsburgh, New York

The purpose of this article is to describe a successful advising program for undeclared students that was developed in the spring of 1978, and used with approximately 200 entering freshmen during the 1978 Summer Orientation Program. The program was developed as an attempt to improve the quality of the undeclared major's first contact with academic advisement, and to effectively deal with the increasing number of undeclared majors in the entering frshman class.

This program, developed to work within the time frame and structure of the Summer Orientation program, had the following general goals:

1. To provide a positive first contact with academic advisement for students who have not declared a major.
2. To provide undeclared majors with a positive contact with academic faculty.
3. To present the concept of being undeclared as normal and developmental, and something which students should not feel negative about.
4. To establish a framework for students to work in, when making decisions about their academic major.
5. To help students to make some initial decisions regarding course selection.
6. To lay the ground-work for further development and contact.

The program was planned with the knowledge that the contact with the student would be a brief one, a total of three hours in a two day orientation session, which had to culminate with a completed course schedule for the fall semester. In previous summers, five to six counselors and orientation leaders advised undeclared majors, and generally required the full three hour period to successfully complete a fall schedule. In the absence of specific college requirements, helping undeclared students to select a schedule of five courses seemed to be an awesome task.

WORKSHOP AND DISCUSSION

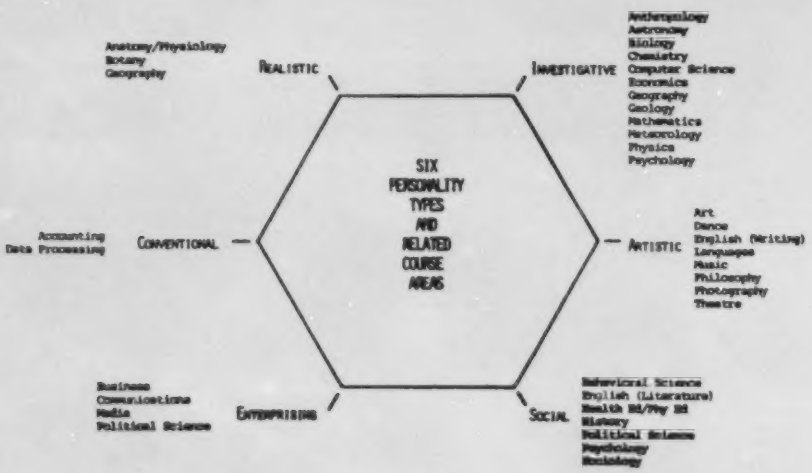
After preliminary introductions and the administration of a questionnaire to assess reasons for being undeclared, discussion was initiated regarding the students' "decision" NOT TO DECIDE on an academic major. Discussion included our opinion that many students select majors for inappropriate reasons, and that the decision not to select a major may have been a good one. In fact, being undeclared at this point may be desirable because it is an acknowledgment that career exploration is still needed, and that decisions still have to be made. In contrast, students who may have selected majors for inappropriate reasons may feel that the "hurdle" of deciding on a major is over, and may reduce or completely cease their exploratory behavior, and consideration of other options open to them. Undeclared majors on the other hand, would have the opportunity to take advantage of College resources to explore their interests, needs and attitudes in an open-minded way. In addition, as undeclared majors, they would be contacted periodically by the Counseling Office and kept informed of workshops and groups that were being offered.

The emphasis in this discussion was placed on the idea that being undeclared is o.k., and that it, in itself, was not a problem. In our interpretation, the problem was whether or not students had an organized way to deal with the decision making process, as it was related to the selection of an academic major.

The discussion then lead to the process one uses for making decisions and the importance of developing a model for decision-making.

It was explained that it was not our intent nor was there sufficient time for students to work through this model and actually make decisions regarding either their career or major, but rather to expose them to a process that might address the following questions.

NOTE: The State University College of Arts and Science is a four-year liberal arts College, with a full-time undergraduate enrollment of approximately 5200.



1. What issues must I consider?
2. How do I gather information about myself?
3. What must I know about myself?
4. How (where) do I gather information about occupations (academic majors)?
5. How do I evaluate the information that I have gathered?
6. How do I apply that information?

It was then explained that the one variable which we thought was important and that we wanted to emphasize, was individual interests and personality orientation, and that we would attempt to explore this area by using the Self Directed Search (SDS), developed by Dr. John L. Holland.

The SDS is based on Holland's assumption that people can be loosely classified into six different groups that are labeled realistic, investigative, artistic, social, enterprising, and conventional.

The SDS is self-administered, self-scored and self-interpreted, and normally is completed in about 45 minutes. It asks students to indicate their occupational daydreams, and has them respond to lists of activities, competencies, occupations, and self-estimates of ability. After scoring each of the above sections, the student arrives at a three-letter summary code, that relates to the six personality and occupational types listed above.

A brief explanation of how an interest is constructed, normed and tested preceded the administration of the SDS. Also discussed was the concept that if one's personality and interests were similar to those of people who are successful and enjoy specific occupations, then those occupations would tend to be interesting to the student, and would certainly be worth looking at for more specific information. The use of the SDS was described entirely as a means of stimulating interest and exploration, and the concept of "finding out what job I'll be good at", was minimized.

An attempt was made to build on the students interests by pursuing courses which may relate to their general personality orientation. This was done by having the student circle their "primary" personality type (the letter with the highest score on the SDS) on a "hexagon worksheet" (below), which included a list of courses related to each personality area. It was then suggested that the student consider for their fall schedule, two courses from the primary personality area; one course from each of the adjoining areas; and one course from one of the three remaining areas. (For example, if the primary personality type is "Investigative", we suggested two courses in that area, one each from the "Realistic" and "Artistic" areas, and a final course from the "Conventional", "Enterprising" or "Social" area.) The workshop portion of the program lasted approximately 1½ hours.

ACADEMIC ADVISEMENT AND PROGRAM SELECTION

Six academic faculty members and seven members of the professional staff were selected to participate in this portion of the program. Participating faculty were introduced to the students along with their general discipline area (i.e.: Fine Arts; Humanities; Social Sciences; Science and Mathematics). Students were urged to talk with faculty from one or all of the basic areas, to talk about which courses (disciplines) may be useful in pursuing their interests. This also allows students to increase their awareness of unfamiliar disciplines. It is expected that students may approach faculty at this point with questions such as: (1) I want to take a science (social science, theatre, etc.) course, but I don't know which one will suit me best. (2) The interest profile suggests that I might like a course in psychology (biology, music, etc.) but I don't really know much about it.

This approach also allowed students to increase their awareness of courses in unfamiliar disciplines, and to talk with faculty members from diverse areas. After dealing with initial questions, and as they became free, the faculty members joined in with the scheduling process.

SUMMARY

The program as planned was well received and feedback from the students participating was excellent. Additional feedback from student orientation leaders was also very positive and encouraging.

Students reacted positively to the amount of individual attention they received, and were pleased with their contacts with the academic faculty. Students indicated that they felt better about being "undeclared", and that the program content and decision-making model seemed to "make sense" to them. The students seemed more satisfied with their course selections than undeclared majors seemed to be in previous summers, and were less frustrated in making their selections. The course selection portion of the program lasted approximately 1½ hours.

"AN OFFICE OF ACADEMIC ADVISEMENT DESIGNED TO HAVE AN IMPACT BY REACHING OUT"

Presenter: Dr. Robert C. Lynch
Coordinator of Academic Advisement
Catonsville Community College
Maryland

ABSTRACT

This presentation outlined the organization and operations of a centralized model of advisement at a large suburban community college. Particular attention was paid to proactive, "reaching-out" activities designed to assist students who are in academic difficulty and to encourage use of advisers.

PRESENTATION

DESCRIPTION OF COLLEGE

Catonsville Community College is located southwest of Baltimore, Maryland. The College is about 20 years old, and has approximately 11,000 students (roughly 5,000 F.T.E.). Average student age is 27, 78% of the students work, and nearly half attend in the evening. About one half of the students are in transfer programs and half in career/technical programs.

ORGANIZATION OF ADVISEMENT OFFICE

The Office of Academic Advisement reported to the Dean of Students and is physically located in the Student Services Building, immediately adjacent to the Counseling Center and the Career Development Center. These units share a common information, reception, and appointment-making desk; the desk personnel try to differentiate counseling from advisement issues in making appointments.

The Advisement Office has four full-time paraprofesional (Bachelor's degree) staff members, two of whom share some of their time with the Admissions Office in staffing high school outreach and articulation efforts. The College has 8 counselors, most of whom also do limited advising, but whose primary functions are career and personal counseling, instruction of human development courses, and group facilitation. The four full-time academic advisers are supplemented by a network of approximately 40 selected Faculty Advisers, 25 of whom are coordinators of career/technical programs.

ACTIVITIES

The activities of the Advisement office are aimed at enhancing and maximizing the impact and quality of assistance in educational planning and decision making. To this end, the following activities and functions are undertaken--no one of which by itself is all that innovative or powerful, but which in total has resulted in advising at Catonsville being a high-profile and valued service to both faculty and students.

Articulation with four-year institutions is very actively pursued. We have developed an Advisement Handbook in a two-inch loose-leaf binder which contains transfer policies and practices for each transfer institution (e.g., minimum and maximum credits transferable, do D's transfer, credit for prior learning, how to meet general education requirements prior to transfer, and a listing of all Catonsville courses which transfer to that institution). Nearby four-year institutions visit the campus once each semester to "recruit" and inform students--we steal about an hour of their time to meet with the full-time advisers to share information. Students who sit with the representatives may get a copy of their transcript on the spot to review with the representative. We have also developed a "What Transfers In" loose-leaf notebook which helps our advisers tell a potential transfer-in student which credits will be accepted without having to wait for an official Admissions Office evaluation. Finally, all new courses being proposed at the College are sent from the Advisement Office to four-year institutions for evaluation of transferability prior to acceptance by the College Senate.

Articulation and publicity within the College are actively pursued activities. We believe that academic advisement is a function and a resource which must be visible and well known at the College, not only to students but to faculty and staff. To this end, the Advisement Office is the place where:

- -Student requests for waivers or substitutions are submitted and evaluated
- -Student requests for more than 18 credits are approved or disapproved
- -Student requests to add courses are evaluated
- -Registration forms are designed
- -Students must go to drop a course
- -The registration newspaper is co-edited
- -Credit for prior learning information and requests are coordinated
- -Instructors submit course outlines and syllabi for a "Syllabus File"
- -Most student services research is conducted
- -Graduation evaluation forms are designed
- -Applications for graduation are initially evaluated
- -An annual planning calendar is developed for the campus

In addition, the Advisement Office has one staff member on the College Senate committee that reviews new course and curriculum proposals, and on the College committee that reviews all publications and brochures. Each student who requests that his or her transcript be sent to another college is sent a letter from our office offering help in exploring transfer possibilities.

Each semester a brochure is printed listing "who" advises "what," where their office is, what their office hours are, and their phone numbers. These brochures are located in little "Take One" boxes on the walls; the registration newspaper contains the same information. Prior to registration for the next semester, each student also gets a copy of his/her transcript in the mail.

The Intervention System at Catonsville has been designed to "intrude" or "intervene" in students' lives when we may be able to help. This Intervention System takes two forms: attendance and achievement. When a student's attendance drops off, our instructors notify the Advisement Office on a little form we provide them (or they call or write a note); we then write or call the student encouraging him or her to return to class, indicating that we understand there are often very legitimate

reasons why attendance may decline, and letting the student know that there are a variety of student services which might be helpful. If a student has apparently stopped attending, a similar letter is sent, except that the student has 10 days to return to class or we drop him or her from the class.

At mid-semester and five days after each semester, we send letters to students who have not passed a certain portion of their classes or who have low cumulative grade point averages with expressions of concern and offers of help. If "poor performance" has existed for 2 or more semesters, we require that the student see a counselor to discuss the situation and devise ways of improvement before the student may register for future courses.

EVALUATION OF ADVISERS

Every two to three months we send out a brief eight-item questionnaire to students who have seen advisers in that time frame. Providing a return envelope, and including the adviser's name, have resulted in a 50% return rate, which we feel is fairly good.

NOTE: A number of samples of materials were distributed at this session and are available upon request.

"TWENTY YEARS OF TESTING, COUNSELING AND ADVISING AT PENN STATE"

Presenters: **James Kelly**, Academic Information Coordinator
H. W. Wall, Director
Eric White, Coordinator, Freshman Testing, Counseling and Advising Program
Linda Higginson, Coordinator of Freshman Testing, Counseling and Advising Program Counselor Supervision
Edward Danis, Academic Information Consultant, Liberal Arts
Division of Undergraduate Studies, Pennsylvania State University

DEVELOPMENT AND OUTLINE OF THE PROGRAM

Twenty years ago, The Pennsylvania State University developed and offered all newly admitted Penn State freshmen the opportunity to participate in a testing and counseling program prior to their attending classes for the first term. Evaluations of this pilot project suggested that those students who participated in the program achieved a better academic and personal start with their educational careers than those students who chose not to participate. At the present time, the Freshman Testing, Counseling and Advising Program (FTCAP) is administered by the Division of Undergraduate Studies (DUS), an academic administrative unit of Penn State.

Each year 10,000 to 12,000 freshmen who accept an offer of admission to Penn State are required to participate in a comprehensive five to six hour testing session. Testing is followed several weeks later by a full day of intensive (personalized) counseling and advising which is offered at the main campus (University Park) and at each of the eighteen branch campuses of the University. We estimate that over the past twenty-two years between 225,000 to 250,000 students have taken part in this program.

The objective of FTCAP is to assist new freshmen to evaluate their educational plans by providing them with an understanding of their scholastic preparation, their academic abilities and educational and vocational interests, particularly as these personal variables relate to the academic structure and degree program opportunities at Penn State.

Currently, the Freshman Testing, Counseling and Advising Program (FTCAP) consists of five closely interrelated segments:

1. TESTING: includes academic aptitude, achievement and placement tests, and completion of an Educational Planning Survey.
2. COUNSELING AND ADVISING: includes a personal interview with a professional DUS adviser and is based on the test results and related information obtained from the student.
3. COUNSELING OF PARENTS: includes FTCAP activities similar to their sons' and daughters'.
4. ACADEMIC AND STUDENT AFFAIRS INFORMATION DISCUSSIONS: includes general academic and student affairs information.

5. ACADEMIC ADVISING AND SCHEDULE PLANNING: freshmen meet with program advisers to plan course schedules for the first term of study.

ACADEMIC INFORMATION

The Freshman Testing, Counseling and Advising Program is the student's first day of academic advising at the University. The program begins with a distribution of materials in packets which contain information and academic tools that families will use throughout the day. Parents and students see a synchronized slide/tape program which we call, "Presenting the University to Freshmen" or "PUF". PUF is a 15-minute general introduction to the academic structure and stance of the University.

PUF presents the programs of the University as basically a choice between science and non-science programs, discusses the similarity among programs during the freshman year, explains the basic baccalaureate degree or distribution requirements for all programs, reinforces the notion of academic exploration during the freshman year, and provides information that may have been omitted or misunderstood during the admissions process.

In addition to challenging students to think hard about their academic plans, PUF also provides a good deal of factual information: the size and complexity of Penn State; the differences between high school and college; the range of class size--from seminar to a 400-student lecture; the variety of academic expectations that a student may experience (for instance, typing papers, studio work, surveying, building projects, taking notes, and class discussion), and provides information about non-classroom activities (the use of time, preparing assignments, the consequences of skipping classes).

In short, PUF is designed as a short course about the academic structure and expectations of The Pennsylvania State University.

ACADEMIC AND STUDENT AFFAIRS DISCUSSION

To support this general academic introduction, we conduct small group academic information sessions which instruct students in the use of certain academic tools. By academic tools, we mean the University Catalog, the Schedule of Classes, preregistration forms, the Course Selector, and our telephone information program (TIPS). PUF and the academic information sessions are complementary and provide a good foundation for course selection and schedule planning activities which occur later in the program.

TESTING

One of the more demanding components of the day is an interpretation of a student's test results. Results are mapped onto a Profile of Academic Abilities that also contains admissions information such as high school grade point average and SAT scores.

We test students in math, English and chemistry and use the resulting Profile to help students make decisions about their abilities in each of these areas, and to help them plan appropriate first-term schedules. The tests are homegrown Penn State products. They are developed within the respective departments and revised regularly. In addition, all students must demonstrate basic skills proficiencies in English and mathematics. The results of these tests are printed on a Profile of Academic Abilities and it is the interpretation of the Profile, both in a group setting and in conjunction with a personal interview, which is critical to a student's successful academic adjustment to the University.

The interpretation of the Profile of Academic Abilities is presented in the form of a synchronized slide/tape program that discusses the role of tests and indicates specific course placement actions which may identify the need for remedial work or suggest advanced placement testing.

In addition to specific course placement information, the student is also presented with a comparison indicator of his or her scores in relation to other students who have entered the University. Through this comparison, students are able to make better assessments of their chances for success in terms of the competition they will be facing at Penn State. The University does not present predictions of academic success or failure for any individual student, since the use of such data is not particularly valuable for students.

All these data have been continuously compiled, analyzed and updated by the Office of Undergraduate Research Support at Penn State so that students are presented with the most recent and accurate information on which to make their decisions.

INDIVIDUAL INTERVIEWS

Each student has a private interview with a DUS adviser in order to discuss test scores and academic plans. The interview serves as a live, one-to-one continuation of the interpretation of the Profile of Academic Abilities, and focuses on the students' interests and academic plans. It is hoped that students can make some links between their interests and their curricular plans; therefore, counselors encourage students to articulate their interests as a starting point.

The interview is not an attempt to slot a student into a major. However, students are encouraged to decide whether they wish to plan a science or non-science schedule of courses at the outset. If the student is undecided about this question, there is an option to enroll in the Division of Undergraduate Studies where a student can explore the University curriculum.

We hope that a freshman leaves this interview with an understanding of how he or she arrived at a science/non-science/or undecided conclusion, based on his or her own evaluation of abilities, interests and others' influences.

ACADEMIC ADVISING AND SCHEDULE PLANNING

After the initial advising sessions with DUS advisers, students and parents proceed to their chosen College or to the Division of Undergraduate Studies. At the College Advising Meeting, the Deans' and their representatives explain the philosophy, objectives, standards and requirements of the College. Students are helped with their schedule planning by faculty members, by Deans' staff, by professional advisers, by graduate student advisers and by trained undergraduates who are carefully chosen and closely supervised.

Regardless of choice of major or College, students are encouraged to keep an open mind towards change. This notion is reinforced throughout the FTCAP day to prevent students from feeling unnecessary pressure. A typical freshman schedule for the first term (10 weeks) might be: English composition, mathematics and/or science, an exploratory course in the student's indicated major, and a physical education or health education course. All of these courses are applicable to any major in the University should the student make a later change in curricular direction.

What is important for the purposes of the FTCAP is that students finish the College Meeting and complete th FTCAP day with a class schedule in hand. Students and their parents see that schedule planning is no mystery and they have been made aware of the mechanics of helping themselves.

CONCLUSION

All five segments of the FTCAP are highly integrated and the content of each is dependent on up-to-date and accurate information. All segments of the Freshman Testing, Counseling and Advising Program are periodically evaluated. Through questionnaires and informal surveys, students and parents are asked what aspects of the counseling day are most meaningful and helpful to them. We seek input and suggestions from the advisers and counselors who work directly with the students and parents. Each year, we also review the program with the College Deans, their representatives and the academic administration to determine what additional efforts can be made to improve the quality of the program for both students and the University. Based on these inputs, changes are made each year in the program format and procedures in hope that it will be more meaningful, efficient, and cost effective.

"EDUCATIONAL PROGRAM PLANNING FOR ADULT STUDENTS"

Presenters: Catherine Marienau, Director
Dr. Marilou Eldred, Research Associate
University Without Walls,
University of Minnesota

The University Without Walls program at the University of Minnesota uses concepts from adult development theory, adult learning theory, and instructional skill development as a basis for advising students in individual program planning. As a non-credit based baccalaureate program, UWW encourages students to use a variety of learning resources that will help them achieve their educational goals.

Some of the resources are within the structured university in the formal classroom; others are outside the university in community settings, job situations or past experiences documented as learning activities.

Education derived through UWW differs from a traditional undergraduate education primarily in the design and delivery of learning opportunities available to students. A UWW education includes the traditional concept of liberal education, an acquaintance with a broad array of intellectual thought. In addition, UWW attempts to help students develop several instrumental skills such as question-asking, reflecting, analyzing and synthesizing for the purpose of integrating their academic and experiential education into a baccalaureate degree program.

One of the premises on which the UWW program is based is that adult students must accept the primary responsibility for the outcomes of their education and must be active participants in charting the most appropriate degree course for achieving their learning goals.

The adult students in UWW range in age from 20s to late 50s. They enter UWW with wide ranges of experience and varying educational and professional goals. While their learning goals may be well defined, they may not have had the opportunity to engage in much reflection of their past learning experiences and the integration of their learning will become a prominent focus in their degree programs.

The implications that adult development and learning have for advising adult students flow from the definition of adult that states, "An adult is one who can organize her environment, who is able to make choices and accept the consequences of her decisions, who accepts herself and others, and who affirms life." In short, an adult is a mature learner. The individual's ability to make critical choices and decisions about how she interacts with her environment, and her ability to assume responsibility for the consequences will determine to what extent she is an effective learner.

Adult development theorists have looked at the choices and adaptations adults make concerning their roles in society from varying perspectives. While the theories are varied, agreement has been reached that 1) adult development implies a growth schedule that is common for all individuals, and 2) everyone's development consists of basically the same stages.

Individual adults seldom move smoothly from one developmental stage to the next and elements of one stage are usually present in one

or more others. Still, there appear to be sources of dominant concern for adults at given periods in their lives that have special implications for adult learning. As a general rule, the beginning of each decade of an adult's life tends to be a period of transition and, with the passing of each decade, the consequences of choices made during that transition take on added significance for the individual.

In the early 20s, the individual is in the process of becoming an adult, developing a self-concept and making choices among the possible adult roles available.

By the early 30s, an adult has formed an initial life structure represented by involvements with career, family and community. There may be stresses in certain aspects of the life structure which will cause a reexamination of commitments and reordering of priorities.

The early 40s, usually referred to as mid-life transition, sees the individual exploring himself outside of his primary life structures. He questions the extent to which he has fulfilled his own values and interests and the nature of his contributions to society.

The early 50s is seen as a "last chance" by many adults -- the last real opportunity to succeed in a career, to resolve long term family conflicts, to embark on new challenges or directions. For some adults, this period will be a reaffirmation of their life structures -- for others it will be a new beginning.

The early 60s is currently viewed as the "beginning of the end". Individuals determine whether they wish to disengage themselves from their established adult roles and if so, how. They experience the very real presence of death among family and friends and they make preparations to redesign major aspects of their life structures. The implications of delayed mandatory retirement, medical advancements and society's growing support of life-long learning opportunities provide more options and opportunities to older adults so that this developmental period may be seen as a transition into a more invigorating life structure.

It is evident that each period of transition is followed by a period of stability in which the individual lives out the decisions made earlier. Stability, as we know, is a temporary state which gives way to changes which adults continue to experience in one or more of their life structures.

Age groupings, such as the type used to distinguish major transition periods in adults'

Marilou Eldred
Catherine Marienau
University Without Walls
University of Minnesota

October, 1978

INSTRUMENTAL SKILL DEVELOPMENT IN INDIVIDUALIZED DEGREE PLANNING

Cognitive Skills*	ADULT STUDENTS** Pre-UW	ADULT STUDENTS** Goals in UW	UW Advisors (Adult Educators)	UW Program Phase
1) Knowledge	- formal education - informal education (seminars, workshops) - life knowledge - job-related knowledge	- specify eductional direction & study - theoretical knowledge - new knowledge related to goals	- help identify goals - question-asking - encouragement to pursue a degree	- Pre-admissions advising
2) Comprehension	- skills under 1+ - job skills - interaction with family, social groups	- increased understanding - credentials	- understanding educational components - reinforcement of goals	- Application for admission (project proposal) - Acceptance to UW
3) Application	- skills under 1 & 2+ - desire to learn (motivation) - specify study area	- immediate usefulness of learning - credentials	- identify resources - analyze past learning & learning needs - continuing encouragement	- Program Design (degree plan)
4) Analysis	- skills under 1, 2 & 3+ - knowledge of things that are important to them - sense of values - awareness of life stages - relation to others	- guidance in pursuing learning goals - attain objectives in shortest amount of time	- help in research skills - analysis of all learning	- Program Implementation
5) Synthesis (integration)	- skills under 1, 2, 3, 4 above+ - solidifying goals values, things of importance - "completing degree"	- goals under 1, 2, 3, 4 above+ - relate various kinds of learning	- synthesize learning into degree program	
6) Evaluation	- skills under 1 2, 3, 4, 5 above+ - ability to make educated judgments informed choices, inferences, discriminate among learning	- goals under 1, 2, 3, 4, 5 above+ - evaluate past and current learning	- integrate all UW learning - related learning to UW graduation criteria	- Graduation Process

*From Benjamin S. Bloom, ed., Taxonomy of Educational Objectives: Cognitive Domain, New York: David McKay, Co., 1956.

**From theories of adult learning and development described by Havighurst, Houle, Knox, Knowles, Tough, Chickering, Weathersby, and others.

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lives, can be useful inasmuch as they serve as indicators of the nature of the developmental task in which an adult is engaged. Age should not be used as a diagnostic tool -- far better to explore with individuals their own perceptions of where they've been, where they are, where they want to go and how they want to get there.

There are several characteristics which are common to adult students and have been evident in the adult students in UWW:

1. their self-concept is one of a self-directed learner;
2. they possess a reservoir of learning experiences which serves as primary learning resources;
3. they are motivated to learn by the demands of their social roles;
4. they want learning to have immediate application; and
5. they are interested in learning that is problem rather than subject centered.

The various social roles which adults adopt and the developmental tasks they experience suggest that adults will approach education in two basic ways. Adults who wish to change their situations will approach education as an instrument for some future gain. Those adults who are interested in learning that has immediate utility will approach education as an expression of their current interests and needs. Most adults will view education both as an instrument for change and as an expression of current interests, although one form is likely to be more pronounced depending upon whether the individual is in a period of transition or one of relative stability. Education, for the adult, provides a structure for those series of experiences which involve goals, values and content, and which serve as a vehicle for the inner work of transition.

Several factors influence adults' approach to learning and their decision to pursue or finish a baccalaureate. They are: 1) attitudes about their past formal education; 2) past informal learning activities; 3) job history; 4) desire or need for a graduate degree; 5) their home environment, financial situation, support of spouse, children and parents.

UWW has distinguished between personnel factors and institutional factors that influence adult students' choice of the UWW program as the best route to their degree. The personal factors are: 1) time available for study; 2) desire to use job-related projects in their program; 3) inclusion of past learning and self-designed study projects in the degree program. The institutional factors include: 1) desire for a degree from the University of Minnesota; 2) desire to work with University faculty and use University resources; 3) low financial cost of UWW ($285/quarter for 1978-79).

Once students are admitted to UWW, they begin to complete the five program phases listed on the attached chart. UWW adults' first consideration in their program is to clarify their learning goals and identify the topics of learning (content) that are included in their goals. The University major faculty advisor will verify that their goals and suggested content are congruent and suggest ways to learn some of the content that is not known. Through developing their UWW degree plan, students identify and document prior learning and determine how best to learn the content areas yet to be mastered -- through formal courses, independent study projects, off-campus seminars, job-related projects, or other ways most appropriate to each student. Each student's degree plan contains the complete picture of his or her UWW program.

UWW tries to help students strengthen their use of cognitive skills, described in Bloom's Taxonomy of Educational Objectives, through the various educational processes that comprise the total UWW program. The accompanying chart illustrates the cognitive skills that UWW helps each student develop. The "Adult Students" column is divided into adults' development and use of the skills prior to entering UWW and the ways in which each skill relates to the students' educational goals in UWW. The pre-UWW and UWW goals columns contain theoretical material drawn from experts in the fields of adult development and adult learning. The UWW advisor's role relative to each skill and the phase of the UWW program in which each skill is most emphasized are indicated in columns four and five.

UWW advisors play many roles with students relative to skill development, program planning and program implementation. Those roles include planner, organizer, supporter, teacher, evaluator, resource finder, devil's advocate, learning facilitator. Advisors wear many hats, some simultaneously, at different times in students' programs. It is exciting to see a student through, from the initial stage of confusion, loosely formed goals and uncertainty about his/her academic ability, to the graduation meeting where that same student will discuss the UWW projects and learning with a sense of confidence and maturity of educational judgment that frees the student from his/her own ignorance to continue the lifelong learning process.

"DOWN THE YELLOW BRICK ROAD: MOVING TOWARD PROFESSIONALISM IN ACADEMIC ADVISING"

Presenter: **Bonnie McClelland**, Counseling Specialist, College of Natural Sciences, The University of Texas at Austin

INTRODUCTION

The underlying assumption of this paper is that academic advising is, or should be, a professional activity in contrast to an activity that is merely technical. By definition a professional advisor understands that he is accountable to students, to faculty, to the institution which employs him. A part of that accountability is meeting certain minimum standards. Another aspect is taking responsibility for continuing to improve one's performance in academic advising roles. This paper is primarily directed toward staff rather than faculty advisors although parts may be applicable to both.

In order to move toward increased professionalism in academic advising, three questions must be addressed: (1) what are the common denominators and dimensions of academic advising (2) what knowledge and skills are needed (3) how can advisors be assured opportunities to continue to develop professionally and simultaneously be held accountable for their performance as advisors? None of these questions can be addressed exhaustively in today's presentation. The purpose of this program is to stimulate and involve participants in addressing the above questions rather than to suggest a specific methodological approach. The hope is that, particularly in the small groups, we can further conceptualize academic advising with an eye toward developing minimum standards for academic advising performance.

Advising must be defined as a first step in moving toward professionalism. For purposes of further discussion, in this paper academic advising is defined as a professional activity consisting of three interrelated and inseparable functions: administrative, information-giving, and personal/career counseling, whose purpose is to enhance the educational process and student development toward personal, academic, and career goals.

The interrelatedness of the three key functions is what makes academic advising unique from mere information giving or therapy. Translated into practice, this kind of academic advising takes place in the context of the student's life and his educational environment. Each contact with a student contains elements of all three components, although one may take precedence over the others. For example: a student who asks his advisor for approval to drop a course may be viewed as making an administrative request. In considering whether to approve the request, the advisor reviews institutional policies that bound course loads. However, if institutional policy is all that is reviewed, then a machine could do the job as well. The advisor also listens for personal circumstances behind the student's request; gives him information about the meaning his drop will have for future educational plans; discusses academic alternatives; makes appropriate referrals; etc. So we see that a "simple" request managed well, is rather complex in the real world of academic advising practice.

In summary, before advisors can be held accountable and helped to develop professionally, advising must be defined for each campus, or in some cases, college by college within large universities. Once there is clarity about "the beast" it is possible to delineate the task categories, then define the attributes, knowledge and skills needed to perform an advising role well.

Evaluation is the key to insuring a greater degree of professionalism in advising by holding people accountable to certain standards, helping them identify their strengths and weaknesses, and measuring and assisting their professional growth. To be effective, evaluation must be a regular process, not a sterile response to a form or a conference once a year. Feedback in the job as part of the regular routine is critical. It is this feedback that then needs to be encapsulated in formal conferences throughout the year. Finally, the formal evaluation conference is summarized in writing for both the advisor and his administrative superior. (This is one way to insure the administrator is held accountable to the advisor as well.)

Prior to developing the procedures for evaluation, however, one must identify the tasks involved and skills required for advising. There must be clarification as to the dimensions of advising which represent desired standards on which one is to be evaluated. Simply stated, before one is evaluated, the "what" of the job needs to be identified. What is it that advisors are expected to do in order to perform at a minimum level of competence? What represents desireable but not critical aspects of advising? Finally, what are the attributes, skills, and knowledge needed for competency in advising? These three issues are related. If an advisor is expected to work with a student as a "total person", there are the implications as to the knowledge and skills an advisor must have or develop to meet that expectation. A claim could be made that the advisor, for example, needs to have knowledge of human behavior as it pertains to college students, knowledge of campus, and community resources. Additionally, the advisor needs the skills to assess the student's ability and to help him/her with decision making and problem solving in the educational context. It is the articulation of "what" with the "how" in advising that must be identified and clearly stated, before the evaluation process can be meaningful and effective. Written standards or objectives used to evaluate advisors must ultimately be stated in specific enough terms so both the advisor and his supervisor can gauge performance. The evaluation process should place responsibility on the advisor to evaluate his/her own performance as well as receive input from the person who is doing the evaluation. With both faculty and staff advisors, self evaluation process along with some means for students to evaluate the advising process might be effective tools particularly when used in combination with administrative participation in the evaluation. Advisors, whether faculty or staff, may be their own best critics given the freedom, expectation, and support from administration to do so.

It was the intention of the speaker that small, structured groups would work toward conceptualization of task categories and the qualities needed for successful advising. However, the audience was very small at this session so after a few introductory remarks from the speaker, the group brainstormed and shared ideas, concerns, issues in advising on our respective campuses. In this discussion, one member mentioned "an advisor's union" which had developed on her campus to protect the skilled staff and to assist in the elimination of advisor performance. This seemed to be the most "radical" idea and could not have occurred without strong administrative support.
Regardless of the structure of the evaluation process, quality issues, as well as quantity of work, must be addressed. Finally, as we attempt to evaluate advising, we must examine how the evaluation process and content of the evaluation are used. The possibility for misuse or abuse is a danger. Evaluation must be seen as an attempt to foster growth and the professional development of advisors.

"ACADEMIC ADVISING AND CAREER PLANNING: A COOPERATIVE MODEL"

Presenters: **Susie Ray**, Coordinator, Cooperative Education
Raymond Ledford, Counseling, Advisement & Placement Center
Western Carolina University

The Counseling, Advisement, and Placement Center (CAP) at Western Carolina University has developed a cooperative program in career planning and academic advising, using staff from all three components of the Center. A Career Development Seminar, conducted by the Career Planning and Placement staff, using Counseling staff as facilitators, was first used with provisionally admitted students. The same Seminar was then conducted for those students' advisers. Using additional materials developed for the purpose, advisers provided a follow-up in group and individual advisement sessions.

Next, the program was adapted for use with all CAP Center advisers and with regularly admitted students. Finally, the Seminar was conducted for liberal arts faculty, who were encouraged to incorporate career development and decision-making into their advisement conferences with upperclassmen, using project materials.

The Presentation to the Conference will be directed primarily toward Directors of advising programs who want to infuse career decision-making into the advisement process. Others interested in developing adviser skills, advising underprepared students and undeclared (undecided) freshmen, and those advising liberal arts majors will find the program particularly useful.

The format will be that of a participatory workshop and demonstration. Participants will engage in a career-planning seminar, using materials that were employed with students and advisers in the Pilot Project. The Presentors will explain how the project was implemented at Western Carolina University and will provide an outline of ways the program can be adapted to local circumstances at other institutions.

"PARAPROFESSIONALS IN ACADEMIC ADVISING: WHEREFORES, WHYFORS, AND WHATFORS"

Presenters: Dr. Wes Habley, Director of Academic Advisement
Ms. B.J. Marymont, Coordinator for College of Education
Ms. Marcia Escott, Coordinator for Arts and Sciences
Mike McAndrews, Student Advisor
Karen Nardecchia, Student Advisor
Illinois State University

The purpose of this presentation was three-fold. First, this presentation provided an overview of the current state of affairs regarding the utilization of undergraduate paraprofessionals in academic advising roles. Secondly, the presenters described the paraprofessional advising system at Illinois State University. Finally, a panel of undergraduate student paraprofessionals responded to audience questions regarding their roles as undergraduate academic advisors.

CURRENT STATE OF AFFAIRS

This portion of the presentation dealt with information which was applicable to any institution considering the implementation of a paraprofessional advising program. Including:

1. A working definition of the paraprofessional: A paraprofessional is a ". . . person without extended professional training who is specially selected, trained, and given on-going supervision to perform some designated portion of the tasks usually performed by professionals." (Delworth, Sherwood, and Casaburri)
2. Scope of paraprofessional programs in academic advising: During the ten years from 1964 to 1974 there has been increasing utilization of paraprofessionals in academic advising and vocational guidance. During that time period, institutions reporting paraprofessional utilization in academic advising rose from 8.5% in 1964 to 29% in 1974, while use of paraprofessionals in vocational guidance jumped from 4.22% to 18% during the same time period. (Zunker)
3. Advantages of paraprofessional utilization in academic advisement:
   A. Economy--The cost of delivering academic advisement with paraprofessionals is less expensive than for comparable quality faculty or professional advising programs.
   B. Availability--By virtue of peer group membership, paraprofessionals are constantly available to the population being served.
   C. Identification with peers--Paraprofessionals exhibit empathy for students as a result of experiencing some of the same problems and frustrations.
   D. Input into the system by members of the population served--Paraprofessionals bring systematic input which can help improve the advising program.
   E. Freeing professional staff for other activities--The development of a paraprofessional program can create additional time for professional staff to deal with longer term issues.
   F. Increased services during peak office activity--The paraprofessional program provides a flexible staff for meeting the demands for peak advising and registration activity.
   G. Increased organized vitality--Paraprofessionals supply the advising program with 'new blood' and as a result provide the stimulus for change.
   H. Increased utilization of services--Paraprofessionals make the advising program more visible and thus create an environment which is conducive for student utilization.
   I. Source of student employment--A paraprofessional program provides the campus with additional sources of student employment.
   J. A viable educational experience--The paraprofessional program provides an educational laboratory, particularly for students interested in the helping professions.
4. Disadvantages of paraprofessional utilization in academic advisement:
   A. Continuity--Paraprofessionals may only be available to the advising program for two years.
   B. Staff time required for training--Enormous amounts of training and supervision are necessary for an effective program.
   C. Paraprofessional 'Burn-out'--Paraprofessionals may have a difficult time balancing the roles of student and helping person.
   D. Objectivity--Paraprofessionals may present subjective information to other students based on their own observations of the teaching-learning process.
   E. Scheduling and Space--As part-time employees of the advising system, paraprofessional's space and appointment-making time become much more complex.
   F. Specialist Approach required--Because of limited training time, the utilization of paraprofessionals in advisement requires a specialist approach. Thus, undecided students and students wishing to change majors present concerns beyond the expertise of the paraprofessional.
   G. Communication is difficult--With a number of part-time employees, the necessity of concise and constant communication within the advisement system becomes a paramount concern.
   H. Administrative structure must be reviewed--Because the success of a paraprofessional program rests heavily on on-going training and supervision, the organizational hierarchy of the advising system must be reviewed.

I. Accountability--In the case of mistakes or misconceptions provided to students, it is extremely difficult to fix advising accountability.

5. Institutional problems encountered:
   A. Internal resistance
      The implementation of a paraprofessional program cannot be effective without the advance planning and support of those who will be involved in the program. Among the problems encountered internally are:
      (1) Unbelievers--those individuals who are skeptical about a student's ability to be an academic advisor.
      (2) Opponents--those individuals who feel threatened that a student may replace them or those who are simply resistant to change.
      (3) Staff development--those who are excellent academic advisors may not be the best trainers or supervisors of others. This may require a major shift in staffing patterns.
   B. Faculty Resistance comes in several forms.
      (1) those faculty who support the traditional faculty role as academic advisors are most resistant to a paraprofessional advising program.
      (2) those faculty who exhibit feelings of inadequacy which are apparent when the advising function is transferred to other than faculty are difficult to convince about the effectiveness of the paraprofessional program.
      (3) those faculty who are skeptical of a student's ability to complete the task of academic advisement. These individuals usually wind up supporting the program following the presentation of research.
   C. Institutional Education and Re-education
      Because of the changes in administrative positions and department chairpersons, winning the battle for implementation of a paraprofessional program is only the beginning. As long as a system of paraprofessional advising exists, the need to educate campus constituencies is necessary. This education includes:
      (1) Few individuals understand the need for extensive time commitments to training and supervision programs. As a result, they feel that the experts are not spending enough time in contact with students.
      (2) Defending the philosophical and practical value of the program is a constant. This is particularly true when new administrative personnel and faculty arrive on campus and encounter a paraprofessional program for the first time.
      (3) There is constant need to defend advisement which serves student needs as opposed to advising which concentrates on the meeting of specific sequential needs of a prescribed program.
      (4) The generation and protection of resources for the paraprofessional program is an important factor. In the competition for scarce resources, a simplistic solution of return advising to faculty on an overload basis, is often supported as a money-saving technique.

EFFECTIVENESS OF ADVISOR TYPES

1. Comparisons of Faculty and Paraprofessional Advisors
   A review of the literature on paraprofessional advising supports the contention that paraprofessional advisors perform in academic advising roles at a level at least equal to, if not greater than, faculty performing the same role. Comparative research involving student satisfaction with faculty and paraprofessional advisors indicates:
   A. on interpersonal dimensions of the advising relationship, paraprofessionals score significantly higher than faculty members.
   B. on information dimensions, there are no significant differences between the two advisor types.
   C. on student academic performance dimensions such as grade-point-average and probation rate, there are no significant differences between the two advisor types, and
   D. students advised by other students have a higher retention rate than those advised by faculty members.
2. Comparisons of Paraprofessional and Professional Advisors
   A review of the literature on paraprofessional advising supports the contention that paraprofessional advisors advisors perform in academic advising roles at a level at least equal to, if not greater than, professional advisors performing the same roles. Comparative research on student satisfaction indicates:
   A. Paraprofessionals are seen as effective as professionals on information variables.
   B. Paraprofessionals score significantly higher than professionals on interpersonal variables.
   C. Paraprofessionals have greater client acceptance than professional advisors.

3. Comparative Research on Two or More Advisor Types
   A review of the research into the effectiveness of two or more advisor types indicates:
   A. Advising provided by professionals and paraprofessionals is seen by students as more effective than advising provided by faculty.
   B. There is no conclusion as to the single most effective advisor type.
   C. There are some variations in student satisfaction with advisor types which are based on the major of the student.
   D. Research generally supports the contention that student paraprofessionals under supervision, and with specialized training, can perform effectively in academic advisement roles.

THE PARAPROFESSIONAL ADVISING PROGRAM AT ILLINOIS STATE UNIVERSITY

This section of the presentation dealt with the particulars of the paraprofessional advising program at Illinois State University. Included here were explanation and hand-outs on the areas of organization, selection, training, supervision, and evaluation of the thirty paraprofessionals who deliver academic advising to underclass students at ISU.

The final segment of the program contained a question-answer session with two paraprofessionals from the academic advising program.

"COMPUTER-ASSISTED ADVISEMENT: AN INNOVATION IN ACADEMIC ADVISEMENT"

Presenters: **Erlend D. Peterson**, Assistant Dean of Admissions and Records
O. LeGrande Eliason, Coordinator of Academic Advisment
R. Bruce Nielsen, Assistant to the Dean of Admissions and Records for Computer Development
Brigham Young University

INTRODUCTION

This presentation described the development and implementation of a computer assisted advisement program and its effectiveness as a tool for improving academic advisement.

BACKGROUND

In 1969 Brigham Young University began an intensive evaluation of its academic advisement program. The evaluation revealed a void in the role of academic advisement between the faculty's perception of their function as advisors and the types of questions students were seeking answers. In surveying 100 faculty members, 91 expressed that they were fully qualified and knowledgable on academic advisement, but when asked the simple question of how many hours were required for graduation, only 47 faculty members knew the correct answer. In surveying the questions which students asked when seeking advisement, it was determined that 85% of the questions were routine in nature and concerned degree requirements and the student's progress in satisfying the requirements.

In 1971 college advisement centers were established in each of the 12 undergraduate colleges to assist students in first-line advisement and to maintain the clerical functions for academic advisement. With increasing computer technology and decreasing computer costs, it was decided to transfer from a hand record to a computer-tracking system.

OBJECTIVES IN DESIGNING THE COMPUTER-ASSISTED ADVISEMENT PROGRAM

In designing the computer-assisted advisement system, it was determined that the following objectives should be accomplished:

1. Simplicity and conciseness of design.
2. Instant on-line and printing capability.
3. State and track all requirements for graduation.
   a. University
   b. General Education
   c. Major
4. Categorize requirements within major.
   a. College
   b. Department
   c. Major
   d. Specialization
5. Ability to track number of classes, number of semester hours, and combinations.
6. Ability to show narrative information.
7. Statement of prerequisites.
8. Include all credit, sustitutes, and waivers.
   a. Institutional credit
   b. Transfer credit

c. Miscellaneous credit (i.e., CLEP, AP Military credit, etc.)
d. Substitutes
e. Waivers

9. Instant up-date capability.
10. Ability to change requirements as frequently as every semester but track student by date of entry into major.
11. Ability for students to shop for majors plus showing the best/worse case considerations.
12. Ability to track concurrent majors.
13. Provide management information.
    a. Course use by major and specialization
    b. Curriculum planning
    c. Total requirements for major
14. Development system to tie into vocational planning and job selection.
15. Information file.

DESCRIPTION OF GRADUATION EVALUATION REPORT

The Computer-assisted Advisement Program provides for each student as part of the student's advisement registration material a computer-printed graduation evaluation summary report. (See figure #1) It includes (1) a list of all University classes completed with accompanying transcript data information, (2) a summary of general education requirements completed and a listing of deficiencies, (3) a summary of college requirements, courses completed, and course deficiencies, (4) a summary of major requirements with courses completed and course deficiencies, (5) a summary of specialization courses with courses completed and course deficiencies.

The Computer-assisted Advisement Program also lists course prerequisites, classes repeated, class requirements waived or substitutes, grade point averages for University, college and major courses completed.

The program operates primarily from a graduation requirement index file but it also has the flexibility of individually-designed degree programs. The advisement program also interfaces with the evaluation of transfer credit and matches it according to the requirements at all levels of the institution.

An additional unique feature of the advisement program is that the advisement sheet not only states requirements and lists courses which the students have completed, but it also shows the complete option of courses from which the student may select for completing the requirements.

IMPLEMENTATION AND PROCEDURES

In 1973 BYU implemented its on-line student record system. In 1975 the computer-assisted advisement model was designed and implemented at a cost of approximately $16,000. In 1976 implementation was made with the first page of the advisement sheet, including all University and general education requirements. In 1977 the implementation of the second page was completed with all the college, major, and specialization requirements. The system operates for approximately $2,000 a semester. It is provided free to the students at the beginning of each semester. Advisors can also obtain individual printouts at any time plus there is CRT terminal visibility at the on-line system.

EVALUATION OF PROGRAM

The Computer-Assisted Advisement Program has been very well received by the students and has proven to be remarkably accurate, even during the test run stages. The program includes the requirements for two general education programs and 400 majors plus the capability of individualized programs or modifications to existing programs by individual. The program has been able to satisfy all of the design objectives.

"A CENTRALIZED ADVISING MODEL FOR THE SMALL LIBERAL ARTS COLLEGE"

Presenter: **Wilma Reuland**, Director
of Academic Advisement,
Aurora College, Illinois

BASIS

The basis of the program is practical, a description of a system that works. Faculty members are the largest advising resource in small colleges, yet the problem of how to motivate them and provide some kind of reward system is almost universal. The model at Aurora College provides released time, relief from scheduling appointments and record keeping, and an inviting setting for students and the participating faculty members.

PROGRAM DESCRIPTION

A centralized office located directly across from the registrar's office has been established to house advisement conferences. It is composed of a comfortable and attractive reception room, three advisement cubicles, the director's office and a cubicle for the SIGI computerized career guidance system. Student records are filed in the outer office where they are easily accessible to advisors. All advisement takes place in this suite which is open from 8:00 a.m. to 5:00 p.m. daily and from 5:00 p.m. to 7:00 p.m. Monday, Tuesday and Thursday.

This centralization of advisement services gives status to the function, enables faculty to retain professional identity as teachers while in their own offices, and frees advisors from scheduling their own appointments.

Having the SIGI terminal in advisement places it where interpretation by the director can be provided if needed and where a scheduling process already exists to serve students who want to use the computer. Again, centralization promotes ease of operation and economy.

Beginning in his freshman year, each student is advised three times a year before registration for each of the three terms. Freshmen, sophomores and undecided upperclassmen are advised by three general advisors, each of whom advises six hours a week. For this responsibility, they are given one-third released time.

When a student has chosen his area of concentration, he is assigned to an advisor in his chosen field. These advisors are given zero to one-third released time depending on the number of advisees assigned to them. At the beginning of each term, area of concentration advisors notify the director of their available hours. Secretaries then schedule one-half hour appointments within the stated times and place records for the day's appointments in a file folder provided for each advisor.

The objective has been to make the advisors' time with the student as free of clerical chores as possible in order that the two might concentrate on the student's academic program and vocational goals. So far, both faculty advisors and students seem to consider the advisement system an asset and to be supportive of its function.

"ADVISING THE PREPROFESSIONAL STUDENT: WHAT IT TAKES TO GET INTO MEDICAL SCHOOL"

Presenters: **Josephine A. Capuana**, Academic
Advisor, State University of New
York
Sandra Burner, Assistant Dean
State University of New York at
Stony Brook

The main objective of this program is to examine two successful preprofessional advisement programs, compare their differences and similarities and to look at what makes their programs successful.

The two schools under discussion are the State University of New York at Buffalo and the State University of New York at Stony Brook. Both are large public universities, ranking first and second in size in the State University of New York system. They offer a wide range of undergraduate, graduate and professional programs for their students and tend to attract very capable, competitive students into their programs.

THE SIMILARITIES

Both Buffalo and Stony Brook share some common procedures. Written information is disseminated to their undergraduate students regularly. This begins in the freshman year with general information on preprofessional requirements, the various health professions available, volunteer experiences and what their chosen profession will require of them. Later in the second semester of the junior year, this information becomes very specific regarding application procedures, required preprofessional tests, evaluation interviews and letters of recommendation.

Several information sessions are also held during the year to acquaint new students with the preprofessional advisor, the preprofessional program and to answer any general questions the students might have. In the late Fall or early Winter, a meeting is held for all students who will be applying for admission to health professional schools for the following year. Here many topics are covered to inform the students as fully as possible as to the timetable of events they need to follow. Since both Buffalo and Stony Brook have one preprofessional advisor to handle approximately 225 applicants per year, these group sessions prove to be invaluable for dispensing information and organizing the students for applying.

The final similarity is the interview procedure. Both schools require their preprofessional students to undergo an individual appraisal interview with the preprofessional advisor. Here the student is questioned as to his motivation toward this career, what he considers his personal strengths to be, volunteer or paid experiences in the field, outside interests and ethical problems. The purpose for this interview is twofold. First it allows the advisor to get to know the student better. Since a letter of recommendation results from this interview, generally a more complete picture of the student can be gained through this. It also provides the advisor with the opportunity to view the range of applicants for each year and establish a more consistent tool for evaluating the range of competitive students.

Secondly, this interview enables the student to experience a formal interview situation and to evaluate how well prepared his is to discuss some of the possible questions that can arise. Since the interview given by the professional school is crucial to the students' chances for admission, it is to his benefit to be as prepared as possible. The student must be able to clearly articulate his reasons for seeking such a profession and he must be able to see beyond the obvious. In essence, the interview at a professional school gives the student a chance to "show and tell" an admissions committee why they should accept him.

It is equally important after the preliminary interview for the preprofessional advisor to personally evaluate the students handling of the interview. How well were the questions answered, did the student show confidence in his abilities, when challenged, did the student respond or evade the issues at hand. Since no other opportunity is given for the student to gain insight beforehand, the preprofessional advisor who provides this service for the students fills a very important gap in the process.

THE DIFFERENCES

There are two basic differences between the programs at Buffalo and Stony Brook. The first is that Stony Brook has a faculty committee behind the preprofessional advisor. This committee which is drawn from all areas, serves to set policy and procedures in consultation with the preprofessional advisor. Each letter is reviewed by the committee before it is sent to the professional schools.

The second difference is that Buffalo ranks each applicant while Stony Brook does not. There are five categories of ranking; excellent, very well qualified, capable of professional school work, recommended with reservation and not recommended. Based on the student's academic performance, personal strengths and experiences, he is assigned a ranking in addition to his written appraisal letter.

WHAT'S IMPORTANT

The most important aspect behind all of this however is the philosophy that the school, committee, or the preprofessional advisor adopts toward the entire process. What and how much are you going to tell the professional schools about your students? What do you feel is relevant information for the professional schools to receive about your students? It essentially becomes a decision as to whether you will "weed out" students for these schools, serve as an advocate for your students or discover some happy medium between the two.

Successful preprofessional advisement then is a combination of factors. The advisor must be honest with the student at all times. Yet one must be careful not to let any biases you may have interfere with this. The information made available to students must be as correct and up to date as possible. Nothing errodes a preprofessional advisors' credibility more than to give out misinformation. It is better to admit that you do not know instead of complicating a students' professional future with incorrect information.

The advisor must offer his services early in the student's career. Information on preprofessional requirements, arrangement of courses, majors and volunteer work are but a few of the concerns students have. Also providing a supportive but honest opportunity for the students to evaluate their academic performance, career goals and potential for admission are essential and primary to successful preprofessional advisement. To do less is a disservice to the student.

What it takes to get into medical school or any preprofessional school is intelligence, hard work, a strong commitment to the profession and good common sense. The preprofessional advisor can provide the link between the student and his career goal with good common sense. The success of your program begins with this.

"ADVISING HONOR STUDENTS"

Presenters: **Dr. Joseph R. Riley**, Director of the University Honors Program and Professor of English, Memphis State University
Dr. Wallace Kay, Dean, Honors College, University of Southern Mississippi
Dr. MacDonald Williams, Director of University Honors Program, Tennessee State University
Mrs. Elizabeth L. Julich, Academic Counselor, Memphis State University

This session dealt with the different procedures used in advising honor students. Dr. Joseph Riley presented the summary of his questionnaire which was sent to approximately one hundred and fifty schools with honors programs. After reviewing some statistical data derived from the questionnaire, the strengths and weaknesses of various programs were discussed.

The program continued with both Dr. Wallace Kay and Dr. McDonald Williams describing specific aspects of each of their honors programs.

The results of the survey on honors advising are listed below.

HONORS ADVISING SURVEY

Summary of Replies to Questionnaire

Fall, 1978

1. Number of schools contacted - 150

2. Number which responded - 85

3. Types of schools responding - Everything from small 4-year private schools to large state universities

4. Enrollments of schools responding -
   Under 2500 - 7
   2500-5000 - 6
   5000-7500 - 8
   7500-10,000 - 8
   10,000-15,000-15
   15,000-20,000 - 11
   20,000-25,000 - 17
   over 25,000 - 9
   Not given - 4

5. Honors enrollment at these school
   Under 50 - 3
   51-100 - 14
   101-150 - 16
   151-200 - 10
   201-300 - 8
   301-400 - 5
   401-500 - 3
   501-750 - 7
   751-1000 - 8
   Over 1000 - 5
   Not given - 6

6. Does the Honors Program have specially assigned advisers?
   Yes - 51
   No - 28
   In some departments - 4
   No reply - 2

7. Are the advisers faculty or non-faculty?
   Faculty - 43
   Non-faculty - 3
   Both - 12
   No reply - 27

8. Number of advisers assigned to honors advising
   1-5 - 19
   5-10 - 8
   11-20 - 11
   21-30 - 2
   over 30 - 8
   One for each department - 4
   Varies - 3
   No Response - 30

9. Number of students assigned to each adviser
   1-5 - 4
   6-10 - 8
   11-15 - 3
   16-20 - 4
   21-30 - 0
   Over 30 - 7
   Varies - 24
   No assignments - 5
   No set number - 2

10. Does the Honors director do all or part of the advising of honors students?
    All - 18
    Most - 7
    Part - 49
    None - 9
    No reply - 2

11. When is most of the honors advising done? (Some had multiple answers.)
    Before registration - 34
    During registration - 23
    Regular intervals during term - 26
    All three of the above - 13
    During summer orientation - 9
    Irregularly (on demand) - 16

12. Other advising or counseling facilities available to honors students
    Counseling Centers - 52
    Departmental Advisers - 49
    Advising Centers - 17
    Other students - 5
    Special advisers (pre-professional, etc.) - 3
    None - 2

13. Strengths of your advising system (42 different replies) - Most mentioned:
    a. Gives honors director and/or staff a chance to become personally acquainted with honors students.
    b. Special honors advisers can give knowledgeable advice about Honors Program.
    c. Advising system has great flexibility.
    d. Honors office personnel are readily available to students for advising.
    e. Involves faculty in Honors Program and takes advantage of their expertise.
    f. Close relationship between faculty advisers and students.
    g. Diversity of advising available to students.

    Most honest response: "ME--I work hard at it!"

14. Weaknesses of your advising system (45 different responses) - Most Mentioned:
    a. Students not required to seek advice and often do not.
    b. Lack of communication between Honors office and advisers, between different advisers, and between advisers and students.
    c. Overworked advisers--too many students assigned, too little relief time to do advising, etc.
    d. Advisers who are not very conscientious about their job.
    e. Failure of Honors Program to reach out to students enough.
    f. Understaffing, either in the Honors office or of faculty advisers.

Most interesting response: "It would help if we could find something to put in the advisers' food so that they would never have lapses of memory."

15. What could be done to improve honors advising? (48 different replies) - Most mentioned:
    a. Improve intracampus communication so advisers can know what is going on.
    b. Assign more advisers to honors (several wanted full-time advisers).
    c. Give advisers some relief from other duties.
    d. Improve cooperation between Honors office and various departments.
    e. Designate special honors advisers within each department.

Most satisfied response: "It's perfect now!"

16. Other matters on which honors students are advised (30 replies) - Most mentioned:
    a. Personal problems ("short of practicing medicine without a license").
    b. Career planning
    c. Academic work outside honors
    d. Post-graduate scholarships and fellowships
    e. Selection of major
    f. Selection of graduate and professional schools
    g. Independent study, thesis projects, etc.
    h. As one director put it, "You name it!"

17. Special concerns of honors students about academic work
    a. Grades and keeping up GPA (by far the most mentioned)
    b. Admissions to professional and graduate schools
    c. General anxiety to succeed
    d. Having enough time to do honors work
    e. Whether honors work will be rewarding enough to merit extra effort
    f. Quality of honors course work and instructors

"PREPARATION OF ACADEMIC ADVISEMENT HANDBOOKS FOR STUDENTS AND FACULTY ADVISORS IN A FACULTY-BASED ADVISEMENT SYSTEM"

Presenters: **David W. King**, Assistant Dean of Arts and Sciences
Linda Syrell, Director of Student Advisement Center,
State University of New York/Oswego

Our work at the State University of New York at Oswego with the development of improved advisement services convinced us that a careful assessment was necessary of the nature of the institution and the strengths and weaknesses of the advisement system currently in place. We devoted one year to a review of our existing services to the approximately 7,500 students served at this public liberal arts college. The advisement system at Oswego is primarily faculty-based. Advsor assignments are related to declaration of major or academic interest. The emphasis on major, while it puts the student in contact with the academic expert in the field of study, may result in emphasis on completion of the program at the expense of the particular needs and perspective of the individual student. As a result of that consideration and our desire to emphasize mentoring rather than the more limited connotation of "advisement", we decided to develop a Mentoring Handbook for advisors, emphasizing the broader aspects of the advisement relationship and the different needs of individual students. A separate and more elaborate Student Academic Advisement Manual emphasizing resources, policies and procedures for both student and advisor was also developed. The Mentoring Handbook begins with a definition of effective mentoring and emphasizes the importance of accessibility and the quality of the relationship with advisees. The introduction also emphasizes the importance of accurate and timely referrals to other campus resources along with knowledge of current resource materials such as the College Catalog, Handbook for Oswego Students and the Student Academic Advisement Manual. These advisement handbooks were prepared as an initial effort to aid students and faculty advisors at SUNY-Oswego in the academic advisement process. These manuals are selective rather than comprehensive and are intended to be used in conjunction with the College Catalog, the Handbook for Oswego Students, and other resources.

The underlying philosophy behind the preparation of these handbooks was that although the student at Oswego is ultimately responsible for meeting degree and major requirements, the advisor also plays a critical role in providing the student with accurate information and appropriate guidance in defining and realizing educational and career goals. Helping the student to fulfill requirements on schedule is another critical component of the advisement process.

The "Table of Contents" for the Mentoring Handbook for Academic Advisors and the Student Academic Advisement Manual follow. This is perhaps the most efficient way in the limited context of this précis to present the contents of the two handbooks:

MENTORING HANDBOOK FOR ACADEMIC ADVISORS

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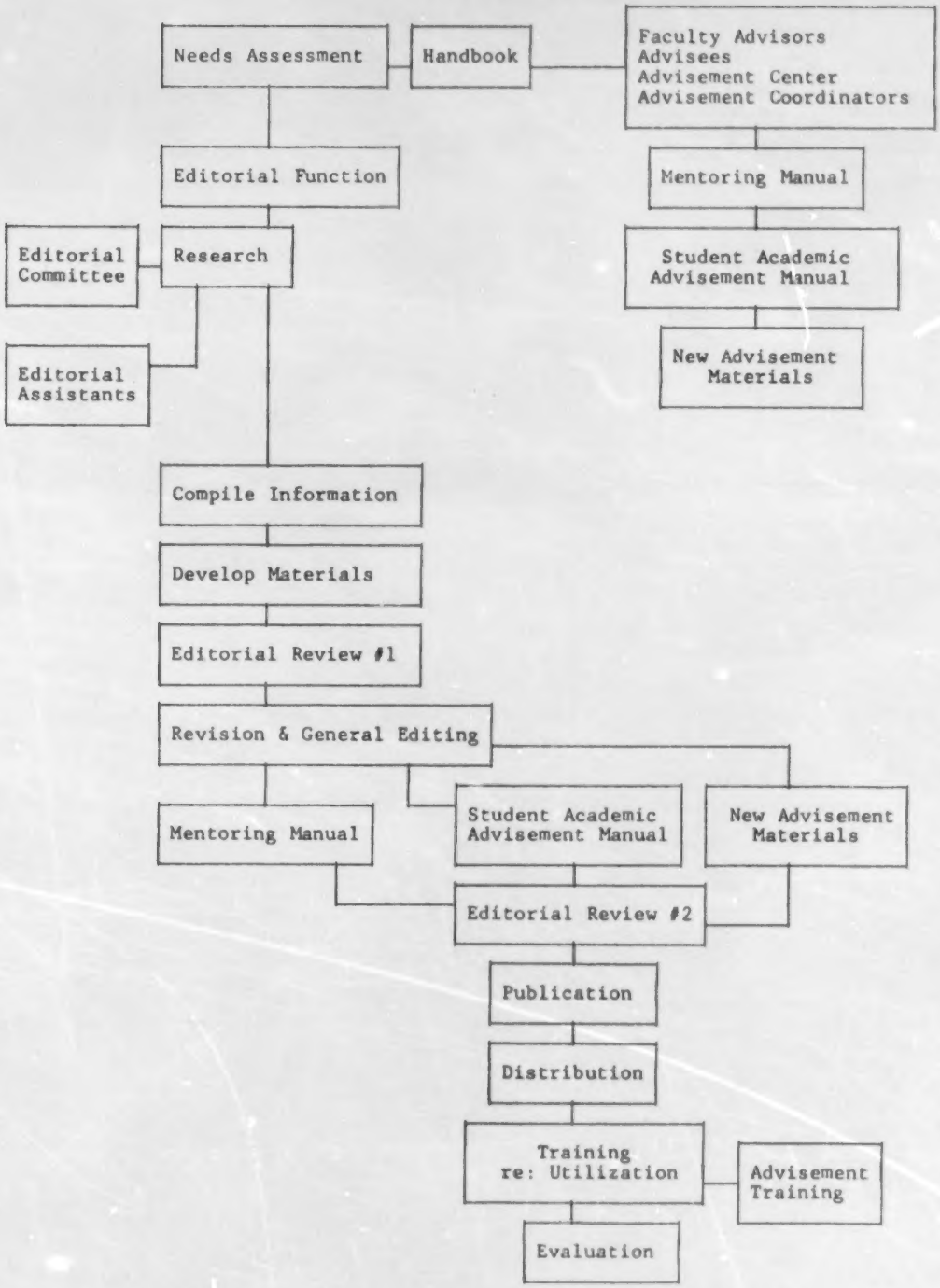

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"A MODEL PROGRAM FOR ADVISING THE UNDECLARED MAJOR"

Presenters: Dr. Ray E. McKerrow, Arts & Sciences Advising Committee
Dr. Michael Vietti, Associate Professor, Physics
University of Maine, Orono

Upon our return from the First National Conference on Academic Advising last fall, several faculty members continued a discussion of our advising needs. We focused attention on the problem of advising undeclared majors. As a result of our discussions, we have created a special course for students in the College of Arts and Sciences. The course will be taught by cooperating faculty during the Fall Semester, 1978. We propose to report on this model program including an explanation of its rationale and content (see attached sheets), our procedures for recruiting and training faculty, and our plans for evaluating the course.

The program will emphasize pragmatic issues involved in the creation and teaching of the specialized course. We feel that conferees could benefit from the information provided, and from our experiences as faculty recruiting our colleagues for this course. The most appropriate audiences for this program are faculty advisors, directors of advising programs, and any other persons currently working with faculty in the creation and maintenance of an advising program. As an Arts and Sciences College, one of our principal concerns is the relation between a liberal education and career opportunities. Those persons concerned with advising career oriented students in the humanities should find our experiences relevant to their interests.

DRAFT STATEMENT FSA--99
FRESHMAN SEMINAR IN ADVISING

Many students entering the College of Arts and Sciences are undecided about the career or program of study they wish to pursue or the department in which they wish to declare a major. For many, this indecision may make their adjustment to college more difficult, and may lead to disappointments great enough to cause a student to leave college. Prompted by faculty concern over this situation, the Freshman Seminar in Advising has been designed to assist undecided students in their exploration of a liberal education in relation to career alternatives. Students will not be expected to choose a career nor select a major during the course. However, through discussions of the value of a college education, its necessity for specific careers, and the resources available within the college and university, the student will be better prepared to make decisions regarding programs of study and careers. Preparation for decision-making will focus on identifying interests, discussing personal values, researching career opportunities of interest to the student and examining ways of fulfilling career needs through selected programs in the humanities, social sciences, and natural and physical sciences. In addition, students will be made aware of campus support services and will have an opportunity to broaden their knowledge of various cultural events.

The course begins with a discussion of academic procedures (e.g. fulfilling A & S requirements both college and departmental, add/drop, taking exams...) and the administration of an Interest Inventory. Representatives of the Humanities, Social Sciences, and Natural Sciences will present information on opportunities about their respective areas, and will discuss the relevance of these areas to the student's acquisition of a liberal education. During the last sessions of the course, students will be able to consult with their advisors regarding courses for the second semester of their fresman year. This 1 credit course will be taken pass/fail, attendance is required.

1. All students will read essays concerning the values of a liberal education; and write a brief (2-3 page) essay summarizing their thoughts on a liberal education as it pertains to their personal goals.
2. All students will complete a brief paper detailing information about a career they have chosen to explore during the course. The paper will be acompanied by a resume which would be appropriate in applying for summer or permanent employment.
3. Students will complete one (1) of the following options:
   A. Read biographies or autobiographies of a persons in selected fields; write a brief paper summarizing the readings.
   B. Schedule an interview with a person in a career field being explored and write a report on the interview.
   C. Use the classified sections of newspapers, and other resources to determine availability of employment opportunities, pay scales, geographic locations of possible employment in career interest; and write a report summarizing the research.
   D. Write a "personal evaluation" essay which discusses the assessment of interests and the progress you are making toward a career decision.

RESOURCE MATERIALS

Bibliographies/References related to assignments will be handed out in class.

FRESHMAN SEMINAR IN ADVISING FSA--99
COURSE OUTLINE

Sept. 4-8
Small group session
Personal introductions

1 Course Selection Problems
Necessary Information--add/drop, fulfilling A & S requirements, regulations: 120 hours, 2.00 a.a., 72 hrs. outside major, language requirement for various depts.

Sept. 11-15
Large group session
1 Dean Haaland--welcome, intro to liberation, suggested topics
Dean Gershman--FSA purpose, introduce the faculty teaching the FSA, why college
2 Small group session
Strong Campbell Interest Inventory

Sept. 18-22
Large group session
1 Introduction to Humanities, 1 main speaker from campus, 2 reactors perhaps from outside
Small group
Reaction to presentation--reaction of self to these areas
2 (Study Skills for those groups which don't react, generally & specifically for certain subjects as needed)

Sept. 25-29
Large group session
1 Introduction to Social Sciences, same format
Small group
2 Reaction to presentation
(Study skills) Values inventories

Oct. 2-6
Large group session
1 Introduction to Natural & Physical Sciences & Mathmatics, same format
Small group
2 Study Skills
Reminder of deadlines

Oct. 9-13
Large group session
1 Interpretation of Inventories
Small group session
Library paper assigned
2 Discussion of UMO college offerings using catalog, Careers & Programs in A & S, and other career information resources from the Counseling Center, Fogler Library, Computer Center, Student Academic Advising, Career Planning & Placement.

Oct. 16-20
Large group session
1 Non-academic support systems--Financial aid, Health Center, Career Planning & Placement, Counseling Center
to identify the key people
Small group session
2 Development of employment vita with option of viewing model interview tapes

Oct. 23-27
Small group session
1 Discussion of career interests/goals
2 Same

Oct. 20-Nov. 3
1 Small group session
Student reports 2 Same

Nov. 6-10
Small group session
1 Complete student reports
Small group session
Registration discussion, courses to choose, A & S requirements, pass-fail option
2 Special Seminars, signatures needed, registration card format
Reminder of deadlines

Nov. 13-17
Small group session
1 Registration
Wind-up--evaluation

TYPICAL TESTS:

PATH A Career Workbook for Liberal Arts Students, Howard E. Figler (Carroll Press)
A Career Planning Program for College Students, Loughary & Ripley (United Learning Corporation)
Career Search, Chapman (SRA, Inc.)
College Survival, Chapman (SRA, Inc.)
On Becoming an Educated Person, Voeks (W.B. Saunders Co.)
Additional readings to be selected
Forrester Gertrude--compilation of sources in every career field

"CONSULTANT'S CONSORTIUM"

Presenters: **Dr. Thomas J. Grites**, Stockton State College, Chairperson
Mr. David Crockett, American College Testing Program
Mr. Michael McCauley, Ball State University
Dr. Joseph F. Metz, University of Maryland
Ms. Toni Trombley, University of Vermont

This Program was designed to provide Conference-site consultation services which might not otherwise be available to certain institutions or individuals. The panelists intended for specific topics to be identified prior to the Program via a "request form" distributed at the Conference Registration. This technique was relatively unsuccessful, however, and most topics were identified by the participants at the time of the Program.

The primary topics discussed were ones of seemingly general interest to most Conference participants. These were, in general, evaluation of advising/advisors, how to generate support for the advising program, and advisement strategies for the non-traditional student. The consensus opinion given by the panelists on these subjects was as follows:

Evaluation - This is a process that should be done, but the strategies, implications, uses, and techniques will certainly vary. Evaluation of advising is too often reduced to thinking in terms of only one mode -- student evaluations of individual advisors. While this is a valid evaluation mode, it is also too limited in perspective. Other areas of evaluation should include:

1. The institutional commitment to advising: What are the definition, description, or objectives of the advising process and what outcomes are desired? What kinds of compensations or rewards are provided for good advising? It makes little sense and wastes efforts if advisors are evaluated when the institution isn't concerned about how well the advisors perform in the first place. Some advisors, of course, will want to know how well they advise, but this is not a common request.
2. The advising process as a whole: Is the current delivery system (faculty, staff, peers, etc.) desirable and adequate? Are communications, directions, and materials clear, complete, accurate, and timely received? Are the selection, training, and evaluation aspects of the program specified? In other words, are the collective or centralized functions efficient and effective?
3. The evaluators: More than students need to be included in each area of the evaluation process. Other evaluators should include Deans or Directors of academic units and of advising programs specifically, the advisors themselves, other campus staff who may be affected by the advising program (Admissions, Registrar, Orientation, Counseling Center, etc.), and certainly students.
4. The method of evaluation: This is usually done by simple questionnaire, but could be enhanced by interviews (of selected individuals from all constituencies mentioned above) and specific Task Forces or committees.

Generating Support - This process, too, varies according to institutional characteristics. However, there seem to be minimal general guidelines to be considered in one's strategy to generate support for an advising program. These include:

1. Publicity or advertising: This is simply making known to the appropriate institutional community what already exists, what is lacking, and some potential improvements. This may be done through personal contacts, written correspondence, utilization of established committees, or campus publications (only the positive elements are highlighted here), but is always done openly and judiciously, and usually with the intention of raising awareness or presenting an idea.
2. Collecting Data: Facts and figures with cogent interpretations and implications do attract the attention of decision-makers. Whatever data can be collected and presented to support one's argument for improved advising services seem appropriate. Such data might include admissions, enrollment, attrition (through withdrawal, dismissal, transfer, or graduation), advisor/advisee ratios, student traffic in key service offices, referrals, and the number and length of advising appointments.
3. Risk-taking: In certain situations where enough support exists so that one's job security is not threatened and upheaval will not result, worthwhile programs should merely be begun. If little money is needed and if relatively few criticisms arise, the program will probably become institutionalized as soon as its relative worth is realized. It's likely that if you don't do it, then nobody will.

Non-traditional students - This terminology is now so broadly used that it is difficult to know what sub-population of students one is really identifying. Some of the specific groups commonly referred as "non-traditional" include older returning women and men, veterans, minority students, the educationally, socially, or economically disadvantaged, the physically handicapped, international students, the early admit (high school) student, the post-baccalaureate student, and even students who are currently incarcerated.

To develop a single strategy for advising such a range of students is probably not possible. There are some possibilities that may be considered, however, as institutions recognize which populations they would like to target. These include:

1. Identify special advisors: Just as advising centers have developed for "Exploratory" students and certain advisors have been selected to advise new freshmen, perhaps similar persons can be identified to advise various groups of non-traditional students.

2. Planned facilitation: If advising these students requires extraordinary personal qualities, more time, or different facilities, then they must be provided. The advisor needs to be accessible to the handicapped student, needs more time to advise the returning or disadvantaged student, and may need transportation to advise off-campus students. Strategically located offices, reduced advisee loads, and readily available facilities (especially for evening students) can all contribute to the improvement of the total advising program.
3. No difference should exist: These students are not necessarily advised differently than any other student in terms of class scheduling according to individual academic ability, availability of campus services, or general academic information. Perhaps it is unnecessary or unwise to design separate advising programs so specialized; this is certainly a question that each advising program must address.

It must be noted that no panaceas were presented. The panelists merely tried to draw upon their own unique experiences, observations made in institutions where they might have served as consultants, and all other available resources of which they were aware to provide ideas that may not have been considered previously. The panelists also provided various materials for distribution and review that could be adopted or incorporated into a participant's own advising program.

Further information or consultation by the panelists is available upon request.

"TRANSACTIONAL ANALYSIS AND ACADEMIC ADVISING"

Presenters: **Jim Hendricks**, Corrections and Law Enforcement
E. Michael Walsh, Coordinator, Baccalaureate Studies
School of Technical Careers, Southern Illinois University

Although academic advising has been in existence as long as higher education in America, in the last few years this role has begun to receive the attention it deserves. Concerned about the generally poor rating advising services receive, many colleges are examining and improving their advisement services. National conferences on advising are being held and are well-attended. Advisors are beginning to be seen as performing not only clerkish functions (such as registration), but also some significant counseling functions as well (O'Banion, 1972). As many colleges are recognizing, the great flexibility of programs (in many schools one-third of a student's hours may be electives) and the large number of students classified as undecided are evidence of the need for more systematic and professional academic counseling. In addition, the contact between advisor and student occasionally results in interpersonal conflict or less than productive interactions. In an effort to improve the effectiveness and efficiency of advisors, one may find many methods which have the goal of improving interpersonal communication. One such method is Transactional Analysis (TA).

TA was developed as a method of psychotherapy by Dr. Eric Berne in the 1950"s (Berne, 1964). Since that time, it has been used successfully by counselors and therapists; however, its concepts have only recently been applied to academic advising. Some of the advantages of TA, according to its proponents, are that:

1. Its methods and principles are relatively easy to learn;
2. It increases our self-understanding, thereby increasing understanding of another individual's personality;
3. It is a practical tool that is almost immediately usable; and
4. It helps in solving intrapersonal and interpersonal problems.

In general, TA stresses the understanding of interactions between people (what people say to each other). TA helps us understand and deal more appropriately with harmful and destructive transactions. Further, according to Jongeward (1973), TA offers people a way to sort out their motivations and purpose and helps them make decisions about which behaviors to suppress and which behaviors to express more fully.

More specifically, Transactional Analysis provides a framework for understanding many of the events which take place in advising. Through TA, advisors can gain a fuller notion of the nature and purpose of advising, of behavior which will help achieve this purpose, and of behavior which will retard this achievement. It can help advisors determine ways of interacting with students and ways of counteracting behavior which is destructive or nonproductive. TA can also provide an explanation for why certain behavior is constructive and certain behavior is not. TA, then, can help

advisors develop their skills as advisors; in addition, it can contribute to the growing theoretical basis for advising.

Probably the main reason that TA has not been more widely adopted is the lingering belief that advising is not a significant activity, that advisors typically perform only such routine functions as course registration, and that, even at its best, it is an information-giving function. In the past, faculty have not been willing to accept the idea that advising involves a different set of skills from teaching--"anyone can advise," they have contended. As noted above, however, this attitude is changing. The concern over poor quality in advising, the growing belief that advising can have an impact on student satisfaction with an institution, and the recent attempts to give advising greater definition attest to this new trend. As interest in the counseling functions of advising grows, advisors will look to TA (as well as to other systems) for skills and theory which will help them become better advisors.

Basic to the understanding of TA are (1) the concepts of Parent, Adult, and Child, and (2) psychological games. In brief, TA says that there are three parts inside each person. One of these parts is the Parent. The Parent is learned through interaction with one's parents or other authority figures. The information in the Parent is helpful as it tries to keep the individual out of trouble. It is a time-saving and energy-saving device. An appropriate piece of Parent information which would also be energy-saving is the message "Look both ways before crossing the street." Common words used by a parent include should, shouldn't, and don't, and with these words some parent information can be misleading and prejudicial. Typical examples of prejudicial parent information are statements such as "Liberal arts majors don't get jobs" and "Technical programs are second class."

The Adult is the logical, rational, reality-testing, knowledgeable, interacting, part of the personality. The Adult makes decisions based on information. A common Adult interchange is one person's request for the time to which another responds that it is 3 o'clock. When advisors convey information to students, help them to plan a schedule, or help them formulate their career goals, generally the advisor's Adult is in control.

The Child tends to be fun-loving, spontaneous, curious, rsponsibility-evading, and selfish. As the individual grows to adulthood, the Child is usually submerged, emerging occasionally. A fine example of a Child phrase, including Child words, is "I want what I want when I want it," stressing the immediate gratification of the child's world. When advisors or students joke, express feelings of job, or express anger, they are generally acting out of their Child.

These roles of personality components are exhibited each day. If we are telling our son that he had better clean up his room before going outside, we are likely to be in our Parent, speaking to our son's Child. However, if we are planning a vacation with our spouse, we will likely make some Adult decision about what the budget will logically allow. At the same time, our Child thinks about the fun involved and may have some input on spending just a little bit more money than the Adult decides upon.

Understanding these three components of the personality can be particularly helpful in recognizing the dominant structure of the relationships advisors establish with students. They consider students as children who need to be told or led. They plan students' programs for them, they tell students what they need to take; they are protective, becoming not only the students' advocate when problems arise but may also take on the role of rescuer.

Other advisors establish Child-Child relationships. These advisors are "good guys" and well-liked. They spend most of their time with students "shooting the breeze" and carrying on conversations that have little to do with their role as advisors. Their goal, whether they admit it or not, is to be liked and maintain good relationships with students.

The advisor who is able to be an advocate is certainly an asset; maintaining friendly relationships is undoubtedly necessary. While both these capabilities are necessary, the Parent-Child and the Child-Child relationships are limited, for they prevent growth in both the student and advisor. The advisor-as-Parent does not encourage independent problem solving because the Parent knows best. The advisor-as-Child is more interested in gratification than in such Adult activities as planning and decision-making. In neither case is the Adult in control.

Transactional analysis can help advisors maintain a dominant Adult-Adult relationship. While this relationship may occasionally call for Parental behavior and should include Child-like enjoyment, neither should be dominant. The Adult should be in control, for the primary purpose of advising is to engage the Adult of the student in a process of exploring academic, career, and life goals and planning programs to help bring these about.

The other important TA concept is that of psychological games. A game is a destructive, time-consuming interaction between people in which one player wins a payoff (usually bad feelings) at the expense of another person. An example of a game is the following:

> A student holds a full-time job while also attending college full-time. His grades have not been good and he is on probation. Although he and his advisor discuss his need to get better grades, the next semester he is suspended. In explaining his situation to his advisor he says: "What do you expect from me? After all, I have this handicap of having to work."

According to Berne (1964), this game is called "Wooden Leg" and is played in order to avoid accomplishment--in this example, to avoid good academic standing. While it is true that to work and attend college full-time is difficult, it is by no means impossible. The student, by using a psychological game, can continue to feel sorry for himself while blaming his woes on the situation he has in fact chosen for himself. Another typical game is illustrated in the following situation:

> About a week before classes begin a student drops in to see the advisor, saying that she needs some help planning a schedule for next term. "What would you like to take?" asks the advisor. "I don't know," replies the student; "What's available?" "There's an open section of

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chemistry at 2:00 and you need a science course." "Yes, but I work in the afternoon." "Well, how about a math course--you need that, too--and there's an opening at 8:00?" "That would be ok, but I don't want to get up that early." After an hour and many suggestions, a schedule is finally worked out. However, the advisor feels frustrated and offers one final suggestion: "If you come in earlier next term, you could probably get a better schedule." "I would," replied the student, "but I just don't have the time."

This game is called "Why Don't You--Yes But." It preys on the advisor's tendency to be a rescuer, but it is always meant to show up the advisor as inadequate. It is a student's way of establishing a Child-Parent relationship, forcing the advisor into the role of Parent. The game is also an attempt to put the responsibility for accomplishment on the advisor. If the student fails to graduate on time, it would not be unthinkable to hear her playing a game of "If It Weren't For You."

Understanding these parts of the personality and the concept of psychological games can help an advisor interpret and respond to many situations. If a student is complaining about the way the Housing Office treats students, for example, making statements which could come from the prejudicial Parent, some advisors would be inclined to chime in with their own list of grievances. The Parent of the student has managed to find the Parent of the advisor an agreeable conversationalist. Interactions like these constitute a relatively harmless version of "Ain't It Awful". An advisor interested in staying in the Adult, however, would not respond in this way. Rather than responding with an opinion of his or her own, the advisor might first engage in what Thomas Gordon (1977) calls "active listening" by saying "Your're upset about the way you were treated at the Housing Office?" The advisor's Adult is engaged in reality-testing by asking, in effect, "Is this an accurate paraphrase?" The advisor might then continue in that vein with the four Adult questions: Who? What? When and Where? Depending on the conversation, the advisor might finally ask: "Do you want to blow off steam or do you want to do something about it?" If the former is the case, the conversation will take a new direction; if the latter is the case, the advisor will begin helping the student engage in problem-solving.

With an understanding of TA, an advisor can help students engage their Adults. Students who wish to contest a grade or a test, for example, often approach instructors in their angry Child, an approach which may engage the instructor's Parent and result merely in confrontation. The advisor can help students approach the situation in their Adult by asking the instructor for information about the basis for the grade. Such an approach engages the instructor's Adult. The student then can ask the instructor to go over the exam. If the student has in fact done poorly, then this constructive approach will help the student decide how to prepare for the next test. In any case, the student who engages in an Adult-Adult interaction has a better chance of leaving it without the bad feeling that results from an angry confrontation in which, by the way, the student loses.

Engaging one's Adult is typically the way of counteracting psychological games. In Berne's terminology, each game has a "thesis"--what the person playing in the game is trying to prove. In order to avoid being drawn into a game an advisor learns the "antithesis." In the case of "Wooden Leg," for example, the antithesis involves refusing to provide the sympathy and support which the student desires for the lack of accomplishment. The advisor should place the responsibility for the failure on the student by asking him what he expects of himself. If the student does not expect accomplishment of himself, he is engaging in a self-fulfiling prophecy.

The antithesis of "Why Don't You--Yes But" is to avoid the role of making suggestions. Once it becomes clear to an advisor that what might at first seem an Adult exchange of information is really a game, the advisor can say, "That seems to be quite a problem. What do you plan to do about it?"

It is helpful to the academic advisor to be an active listener while also using techniques such as TA. However, it is important to note that techniques without personal involvement merely means that the advisor becomes a technician. The most important characteristic that an advisor can bring to academic advising is the personal involvement of another human being. This personal involvement, coupled with a significant function, makes advising just as important as any other activity within the educational institution.

Surely, the methods outlined here will not work all the time and they may not work well until one becomes more comfortable with them. Reading books about TA (There are many available; Born to Win [James and Jongeward, 1971] is an excellent primer) and especially attending workshops dealing with TA can help one assimilate the techniques into one's own behavioral repertoire.

TA should be an integral part of a comprehensive advisor training and retraining development effort. A good basic training in TA can be helpful to academic advisors not only professionally, but also personally, as it can aid the advisor in better understanding the world we all live in.

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"BRIDGING THE GAP FOR TRANSFER STUDENTS"

Presenter: **Henry D. Pope**, Coordinator of Special Projects, Texas A & M University

Requirements for the first two years of academic work leading to the baccalaureate degree are not the same for all college and university degree programs. This rather obvious statement deserves to be reviewed by those who are charged with the responsibility of helping students plan their first two years of collegiate work. It deserves to be reviewed because of the tremendous impact the first two years of college have in developing the broad experiences necessary to produce an educated person and because of the hazards involved when students change their mind about which career pattern they want to follow. But beyond the inherent need to help any entering college student plan carefully his course of study are the special needs of students who enter a course of study in one college with plans to complete it at a different college. Thus, the articulation of transfer policies for transfer students is a unique subset of the larger problem of proper academic advising. And since there exists a diversity of academic requirements within individual colleges, a general solution to the problem of articulation of transfer policies must necessarily be dealt with between individual colleges involved and not on a universal basis.

It would be nice to think that state regulatory bodies or voluntary consortia of independent colleges may be able to create a viable formula to resolve the transfer student's problems and simultaneously uphold institutional and faculty autonomy. But I don't believe, even for a minute, that it will happen because the philosophy of each college will govern what general education courses it believes are necessary to produce educated students--and this philosophy will be stoutly defended.

The emphasis of one college's general education program may court the sciences while others embrace the liberal arts, but most often there will be a reasonable balance between the two. Also, almost any traditional academic course will satisfy the elective requirements of the first two years of college. I recognize the wrath I can bring upon myself for making such an over-arching statement, but lower level electives are not the major concern of this paper. And for the sake of brevity I have chosen to ignore the differences of opinion that may be encouraged here and move on to the problem of improving the articulation of transfer policies between individual institutions so that differences in academic requirements for specific major courses of study can be dealt with on a rational and understandable basis.

To reemphasize, the flexibility permitted in the choice of elective courses is not usually matched when choosing courses leading to a particular major. Rather, most institutional course requirements for a major are immutable.

Before focusing more sharply on models for the improvement of articulation problems, let me say that I recognize that transfer students face several obstacles when they change schools. Among the hurdles that come immediately to mind are (1) "D's" will not transfer, (2) remedial and technical courses will not transfer, (3) transcript evaluation and denial of admission may be made too late for selecting an alternate school, (4) cultural shock may accompany the student's enrollment in a different school, (5) orientation at the new school may not be handled well, and (6) credit will not transfer because courses are not equivalent. Other problems can surely be listed, but I believe the most pressing and universal problem faced by transfer students is the effective, if not actual, loss of academic credit because courses they have taken at one school will not satisfy particular degree requirements at another. Consequently, the transfer student from school "A" usually must complete a greater number of credit hours for the same degree program at school "B" than one who has pursued the degree program at school "B" from the onset of his college career. I hasten to add that this problem exists for intracollege as well as intercollege transfers.

The essence of the problem may be found in the fact that career patterns and major course requirements within any particular college will be determined and jealously guarded by the faculty in that discipline. As for myself, I find it difficult to refute their claim that they know best what is required to educate philosophers, chemists, computing scientists, or any other of the plethora of career patterns open to students. Criticism of this long standing prerogative of a college faculty worth its salt will result in little productive gain. However, the transfer student must bear the cost--in time and money required to make up course deficiencies--of such rigidity.

At this point, I would like to limit my discussion further to include only those students transferring from community colleges to senior colleges. While I expect that transfer students between senior institutions would face many of the same problems, their reasons for transferring may bias conclusions drawn about career planning during the first two years of college. Even omitting senior college transfers, the number of students are sufficient to warrant our best thinking on the matter since a recent government report on enrollment showed that community colleges will enroll 40 percent of the nation's college students by 1980.[1]

What, then, is the transfer student to do? There are several possible alternative courses of action open to colleges to help transfer students avoid loss of academic credit, but I will consider only five--one of which, I believe, is practical, attainable, and superior. First, I do not believe that counseling a student toward satisfying requirements for the AA degree is an effective means of helping community college students make curriculum choices to aid his transferring to a senior college. As Eileene Kuhns observed, counseling a student to stay in the community college until receiving the associate degree may not be the best advice, "since many colleges do not give admission preference to those with the degree."[2] This statement is not meant to impugn the associate degree. Rather, it is simply a statement of fact that a student should know before investing time and money taking courses that may not satisfy the degree requirements of the institution to which he plans to transfer. For the student who

terminates his formal higher education at the community college level it is an appropriate and significant testament of his achievement.

A second and eminently desirable alternative is for each transfer student to visit the campus to which he plans to transfer in order to resolve problems on a person-to-person basis. Unfortunately, the numbers of students involved are simply too large to resolve the bulk of transfer problems in this way for any but the smallest senior colleges. In addition, it is an enormously expensive process for the student. The actual dollar cost to a student traveling a distance of 150 miles would, conservatively, cost about $75.00 for travel, lodging, and gasoline. Add to that figure the cost of faculty and administrative time at the senior institution, and it makes the expense too great for all concerned. Moreover, counseling the student after he has completed his community college curriculum comes too late to prevent errors in selecting prerequisite courses needed for a particular degree at the college to which he plans to transfer.

A third, and increasingly popular alternative is for a senior college or system of senior colleges--such as might be organized under a state coordinating system--to stipulate a basic core of courses leading to the associate degree which will simultaneously satisfy the lower level requirements of all senior college degree programs involved. In effect, this would serve to admit community college transfers to upper division studies upon transfer with no risk of lost academic credit. This is well and good, except that it will not prevent senior colleges from requiring all prerequisite work leading to a particular degree. In essence, this alternative only gives the transfer student a false sense of security regarding his rate of progress and can only enhance his frustration in having to take a greater number of courses to satisfy degree requirements than are required for students enrolled in the senior college program as entering freshmen.

A fourth, and fairly common, alternative is for institutions to use course equivalency tables to solve the articulation problems between individual institutions. This is, of course, not a new approach, and one large objection is the cumbersomeness of the finished package of materials. Equivalency tables incorporating course descriptions and course numbering for several schools are difficult to use and often do not give assistance in determining degree requirements for particular courses of study.

A fifth, and I believe, more practical alternative has been developed by the University of Missouri--Rolla (UMR). UMR has produced model transfer programs for engineering and arts and sciences majors. In engineering, for example, UMR has set up model transfer programs with 16 community colleges. These model programs were developed jointly by faculty members of UMR and the various community colleges. The resulting publication identifies for transfer students the staff members at UMR and the staff member of the community college for which the model program was prepared, providing also their telephone numbers and addresses.[4]

The published model program also includes the basic transfer policy of UMR, specific registration steps to be taken for enrolling in the fall, spring, and summer sessions, and other information of interest to the transfer student such as CO-OP opportunities, ROTC requirements, and financial aid information.

But the heart of the model program lies in the very specific degree requirements outlined for each department involved. This basic degree plan information lists the courses by number and description--to be taken at a particular community college and at UMR. A student can easily determine the exact courses he needs to take at each school. And while a student has the option to deviate from the published degree plans, he is advised to do so only after he contacts his departmental advisor and the admissions office at UMR, or the UMR program representative.

This type of program requires a great deal of effort and faculty time, but it removes much of the uncertainty faced by transfer students, and it greatly reduces the time required for transcript evaluation and academic advising at the senior college level. The model transfer program procedure is also attractive because once it has been developed it is relatively inexpensive to operate. But most importantly for the transfer student, it can effectively reduce the cost, in time and money, of lost credit hours.

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[3]Hertig, Jr., W. H., "A Model for Improving Articulation," p. 40.

[4]"A Model Program for Engineering Transfers." Produced jointly by Forest Park Community College and the University of Missouri--Rolla's School of Engineering. Updated March, 1977.

"ONGOING ORIENTATION TO A UNIVERSITY"
Presenter: **Charles W. Connell**, Assistant Dean, Arts and Sciences, West Virginia University

Ongoing orientation is a practical program being conducted at West Virginia University for six years now under the course title of Orientation 1. Taught by a volunteer faculty member and at least one upper-class student assistant, each section of twenty first semester Freshman students is led through an ongoing orientation to the University for the first ten weeks of the semester. Each class meets for 90 minutes per week in a discussion format to focus on the six major topics (the nature of a University, academic life and academic regulations, the role of the faculty, the role of the advisor and academic service units, social and cultural life on campus, and physical facilities orientation) plus related topics which are generated by the students themselves. The current goal of Orientation 1 is to get each student involved in some campus activity in order to reduce the student felt alienation and insure a greater chance of academic success.

The concept developed out of a need for students to become acclimated more surely to academic and campus life at a University with nearly 20,000 students when they had come mostly from towns with populations of 5,000 or less. Faculty who had not taught Freshman students for many years also decided that they should become reacquainted with the problems and concerns of incoming students. In providing the orientation sessions for the first ten weeks of a fifteen-week semester, faculty decided that these were the most critical weeks wherein students could pick up where they left off in Summer Orientation and have someone to consult with regularly at a time when new academic problems were being confronted. The students get to know a faculty member who demonstrates a willingness to help, a key factor it has been shown in reducing attrition rates, and fellow students on a more intimate basis. There is no pressure for grades although the course is offered for one hour of credit on a pass/fail basis, and students are provided a peer model in the upper-class student who works with the faculty member to develop the course syllabus. Reading lists on career planning and related areas are provided, as well as contacts with counseling, reading and writing labs to assist Freshman with those needs as they are identified.

"STRUCTURING YOUR NATIONAL ORGANIZATION"
Panel: **Mike McCauley** (Chairperson) **Frank Dyer, Wennette Pegues, Toni Trombley, Dick Eppinga**

N.B. "Question or comment from audience is denoted by "C", panel response by "R".

1-C: Please keep the dues as low as possible.
-R: (Frank) This will certainly be done. There has also been a major effort to keep the conference registration cost to a minimum.

2-C: Has a method of ratification of the constitution and/or bylaws already been considered?
-R: (Mike) No.

3-C: Will NACADA be on its own or under the wing of another organization?
-R: (Mike, Toni) We will be on our own. There are no plans to use another organization as an umbrella.

4-C: Can you break down the registration costs?
-R: (Frank) The conference itself cost $60 and $5 was set aside for the new organization.

5-C: What are the plans regarding the seven regional directors and their regions?
-R: (Wennette) The regions will not host regional meetings. They will be utilized for communications, publicity, and organizational development.

6-C: Will maps of the regions and other information be available before the end of the conference?
-R: (Wennette) Probably not.
-R: (Mike) We also need to prepare a map giving the geographical distribution of this year's particpants.

7-C: Are there any plans for a news bulletin for exchange of information?
-R: (Toni) Should there be? You tell us. (Audience reaction was generally but not strongly favorable.)
-R: (Dick) In the statement of purpose of NACADA, the steering committee decided to exclude the phrase "clearinghouse for the collection and dissemination of information on academic advising" as being, initially at least, too ambitious.

8-C: At the conventions there should be a "fair mixture" of academics who are advisers, professional advisers, and student affairs personnel.
-R: (Toni) We are striving for exactly this--to be of service to <u>all</u> those in academic advising.
-R: (Dick) This objective is noted in our statement of purpose.

9-C: Follow up to previous question: participant would like to see some guarantee that this mixture will be continued.
-R: (Dick, after relating in some detail how and why I was asked to participate on the Steering Committee) My presence on the Steering Committee is attributable to two things: first, my own determination that there should be a fair balance in representation and my persistence in making my views known; and second, the sensitivity and sense of fairness of those persons originally on the Task Force regarding this important issue. State belief that questioner's views will receive a most sympathetic hearing.

10-C: (Sister Francis Ann Hayes) For obvious reasons there are few people here from Minnesota; at Omaha there will be a different geographical mixture. Be that as it may, she wants to give a special thanks to those at this conference who kept in mind small, liberal arts colleges.

11-C: Please don't do anything to divide academic administrators, professional advisers, student personnel people, etc.

12-C: What effect will NACADA have on, say, ACAFAD, since in many ways it is a similar organzation?
-R: (Toni) ACAFAD is twelve years old and is primarily a support for middle management personnel, many of whom have no relationship to academic advising. NACADA is not only for academic advisers but for academic advising.

13-C: If NACADA makes it, ACAFAD may well collapse.
-R: (Joan Mitchell) The regional character (regional areas and activities) of ACAFAD gives it great strength.

14-C: (Billie Jacobini) Those in audience should write to the Task Forces and the Officers--as previously introduced to the group. Addresses are found in the conference resource material.

16-C: (Bob Clayton) Is there an organizational timetable and how does it affect Omaha?
-R: (Mike) We do have a timetable. At Omaha there should be an organization and memberships will be offered.

17-C: (Les Roberts?) You're asking us to volunteer our services but many of us don't know any background and are not privy to plans. How about a mailing giving this information to those who have attended the conferences?

18-C: Is Sunday through Wednesday the best time for the conference? What about Saturday through Tuesday?
-R: (Frank) There is no reason this could not be done, if that is what is desired.
-R: (Bob Clayton) Present practice is best.
-R: (Les Roberts?) Likes Sunday through Wednesday best and also the October time period, when we've all just finished advising.

19-C: The constitution and bylaws should be mailed to conference participants before incorporation; otherwise there is the risk of losing support.
-R: (Billie Jacobini) Goal is to present them at the next annual conference.

20-C: Feels some frustration at the structure and format of the conference sessions--forcing people to choose among a number of good sessions.
-R: (Tom Grites) Attempts were made to prevent sessions on similar topics from occurring at the same time. Expanding the number of presentations at Memphis was done partly because of the suggestions of many at the Burlington Conference that the choices among sessions ought to be wider. Some type of coding of the sessions might help for next year. More information on the sessions will be available next year.

21-C: Can the sessions be taped? Thinks proceedings will sell.
-R: (Toni) Burlington proceedings have not sold well at all thus far.

22-C: Suggests better communications better presenters and the program committee.
-R: (Tom Grites) We are more than open to suggestions.

23-C: Suggests general sessions on topics of greatest interest, to be determined by polling.

24-C: Suggests "show and tell" sessions on various topics at which persons interested in those topics can share what they are doing and how their institutions are handling the problems.

25-C: (Bruce Potter) Suggests that a one-page summary of all presentations should be made available.

26-C: Please don't neglect each year those who are just beginning careers in academic advising. Make sure there are suitable sessions for such persons.
-R: (Tom Grites) we can gather this kind of information from the program proposal forms. Also it might be helpful to know which persons will be making a presentation for the first time.
-R: (Toni) Urges presenters to have handouts at their sessions.

27-C: (Reg Grier) Those sessions which only a few persons have shown interest in (on the advance form) might be cut to make room for other more popular programs.

-R: (Dick) This is fine as long as it does not mean eliminating the very sessions that might be most useful to a certain few (but noneless important) advisers, for example, in my case, those at small, liberal arts colleges.

-R: (Tom Grites) Let me know if you think there are too many sessions going on at one time (also referring back to 20-C). This was done purposefully to give broader choice and also keep the audience number to a manageable level.

28-C: (Joan Nelson) Would like more room to display materials and also a process to make it easier to request copies so that one-of-a-kind materials would not be so frequently lost.

29-C: Suggests a bulletin board for idea sharing.

The session was adjourned promptly at 9:30 p.m. by Chairperson Mike McCauley.

THE LETTER DRAFTED AS A RESULT OF THE SUNDAY MEETING OF THE STEERING COMMITTEE WHICH WAS LATER PASSED OUT TO ALL PARTICIPANTS.

Dear Conference Participant:

On March 22, 1978 Toni Trombley, National Steering Committee Chairperson, appointed me chairman of the Organizational Structure and Planning Task Force. Appointed to the Committee to assist in this effort were Andrew Goodrich, Frank Dyer, Toni Trombley, Richard Eppinga and Wennette Pegues. We have, for the past several months, been working diligently to complete our assigned charge, which was to:

1. Draft a statement of purpose
2. Propose a name
3. Recommend an organizational structure for a national association to be voted on by the Executive Steering Committee.

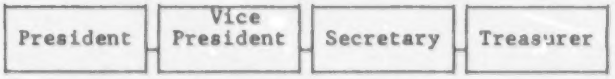
STATEMENT OF PURPOSE

The purpose of the _____ is to promote the quality of academic advising in institutions of higher education, and to this end, it is dedicated to the support and professional growth of academic advising and advisors, _____ serves its constituency-faculty members, administrators, counselors, and others in academic and student affairs concerned with the intellectual, personal, and vocational needs of students. It is the forum for discussion, debate, and the exchange of ideas regarding academic advising. It is the means to nurture cooperation and coordination of academic advising with other areas and activities of higher education, and _____ is the representative and advocate of academic advising and academic advisors to Higher Education.

PROPOSED ORGANIZATION NAME & ACRONYM

NACADA - National Academic Advising Association

ORGANIZATIONAL STRUCTURE



The Statement of Purpose, name and acronym, and organizational structure were unanimously approved by the Executive Steering Committee at its business meeting on Sunday, October 8, 1978. At the continuation of this same meeting nominations were accepted and the following individuals were duly elected to guide the association through its developmental stages:

President:	Toni Trombley
Vice-President:	Joan Parsons Mitchell
Secretary:	Billie C. Jacobini
Treasurer:	Frank Dyer

We invite you to meet with your new officers and organizational task force members to express your ideas regarding our future. This session, "Structuring Your National Organization," will be conducted on Tuesday evening, in the Evergreen Room (one of the cider and Cheese open sessions).

Professionally,

Michael E. McCauley, Chairman
Task Force on Organizational
Structure and Planning,
National Conference on
Academic Advising

"THE GENERAL ADVISING CENTER: AN OPEN FORUM FOR DIRECTORS & COORDINATORS"

Presenters: **Dr. Dennis Heitzmann**, Director of the Center for Student Development
Dorothy G. Dodson, Coordinator of Academic Counseling, Memphis State University

TUESDAY, OCTOBER 10, 1978, 8:30-9:30 PM
SECOND NATIONAL ACADEMIC ADVISORS' CONFERENCE

This session provided an opportunity for administrative members of general advising centers to discuss and explore the elements of common interest and concern affecting the general advising center on the college campus. Colleagues were given the opportunity to share ideas and models, speak to the issues, identify problem areas, and seek viable solutions. An exchange of information regarding specific issues ensued. Among the topics covered were such things as the maintenance of activities during the periods between registrations, communication with faculty departments, the merits of required versus elective advising, computerized systems of advising, and the outlook for the future. There was general consensus that an open-ended sharing session such as this might be worth considering for future conferences.

"MATURE STUDENT ADVISING: DECISION-MAKING FOR THE RETURNING ADULT STUDENT"

Presenter: **Louise W. Saunders**, Advisor, General Studies, Southern Illinois University, Edwardsville, Illinois

DESCRIPTION OF THE "MATURE STUDENT WORKSHOP":

The opening portion involves informal introductions of all participants and a run-through of the day's activities around a serve-yourself coffeepot. The beginning presentations are kept as generalized as possible, to accomodate all educational, age, career, and personal backgrounds and to lay out the General Studies framework as a basis for later specialization and major interests. The assumption is that these adults are serious "would-be" students who are seeking new horizons for career/personal reasons, and are not interested in "fun-and-games" non-credit courses, but who need help in deciding what, when, how, they should proceed with getting started, as well as working through the fears of competing with those "smart young kids"!

Hand-outs are already in place on their tables in front of them, and they are instructed in the use of some materials for the day, with the others to be taken home for further digestion later.

A 19 minute film, "Doing More for Lifelong Learners", sets the stage for helping them decide their first question, "Why am I here?", and resolve their conflicts over attempting new directions in mid-life, with its solid psychological reinforcement.

The "Why am I here?" topic is discussed in a brain-storming context and the Holland Self-Directed Search is given to help them arrive at some tentative conclusions about their chief interests, with no attempts, at this point, to determine whether their skills mesh with those interests, but just to propose new fields of thought.

During the informal lunch-time, participants may sub-group as they wish, with the suggestion that they might want to compare notes with others whose interest areas correspond with theirs, for the sake of further group interaction. Peers or "alumni" of past workshops sometimes join during the after lunch to answer questions about what they have found most helpful, and for added moral support.

The whole group reconvenes and the session is devoted to specific discussions with various resource people from all over the university: Business School's PEP (work-study) program; Open University and Off-Campus Programs; Financial Aid Office; Learning Center (Study Skills, Reading Development); Placement Office; New-Student Life Orientation; Student Development Office; and descriptions of all other agencies, schools, and services available.

Sign-up sheets for optional New-Student Life Orientation on subsequent days, and individual counseling/advising appointments are available. Time is allotted for completing the "Why am I here/" worksheets, requesting specific action plans for the future with a timetable for implementation of those plans, to encourage self-commitment and to help them focus on their own problem-solving and decision-making skills.

The "why" worksheets and evaluation sheets are collected by the presenter for use in the individual appointment sessions; they are instructed to bring the Self-Directed Search with them at that time for further discussion.

Closing remarks, thanks-you's end the workshop.

SAMPLE COPY

Southern Illinois University at Edwardsville

CONTINUING EDUCATION WORKSHOP

SPONSORED BY GENERAL STUDIES AND THE GERONTOLOGY PROGRAM AS A PUBLIC SERVICE

This workshop is designed for men and women who need to explore new directions for career and/or personal reasons:

- -Job Reassignment/Career Changes
- -Retirement/Life Planning
- -"Empty Nest" at Home
- -Working and/or attending college
- -Raising a family and/or attending college

DATE: Monday, May 15, 1978

TIME: 9:00 a.m. - 2:00 p.m.

PLACE: General Studies Conference Room, Rendleman Building, SIUE Campus

PARKING: Free in all red-decal (student) lots

LUNCH: May be brought, or bought at food services; coffee is provided.

PRE-REGISTRATION DEADLINE: Wednesday, May 10, 1978

The workshop will cover:

- -Alternate routes to a degree
- -Entering college as a non-high school graduate
- -College credit for what you know
- -Financial aid programs
- -Career/personal interest testing
- -Group and individual counseling
- -Optional follow-up orientation session: registration and other campus procedures

"TRAINING FACULTY TO DO LIFE PLANNING IN ADVISING"

Presenter: Dr. Joan North, Director
of Professional Development
Small College Consortium
Washington, D.C.

On the following hierarchy of advising activities, we find faculty all too often attending to only the lower levels:

Life planning
|
Career planning
|
Curriculum planning
|
Course selection

Faculty profess both a lack of time and skills to seriously engage in the two higher advising levels. One approach to solve that, and other problems, is to train faculty to use life planning exercises with groups of advisees. The advantages include:

--faculty obtain in-depth knowledge of advisees in a relatively short time.
--working in groups helps the time problem and provides a group for students to affiliate with, perhaps discovering a "significant other."
--the exercises promote student self-confidence and knowledge.
--you don't have to be extremely trained to "run" the exercises.

The best training and preparation for running these exercises is for the group of faculty advisors to participate in a life planning workshop which uses the exercises. The workshop could be led by local counselors or career development people--whoever on campus has experience with group life planning--or by an outside consultant. The faculty both participate and learn how to do it themselves.

THE WAY IT WORKS

Faculty advisor(s) devote a day, weekend, or an afternoon (perhaps during orientation) to providing a sequence of life planning exercises to all (or some of just the new) advisees, who are subdivided into small groups of 4-6. The faculty serves as leader-participant if possible. Using summary sheets after each experience, the advisees should build cumulative knowledge about themselves, which could lead to a "growth plan" for the semester or the year. A retreat setting is preferred.

WORKSHOP SEQUENCE

1. Exercises incorporating present and past strengths, values, activities--
   * to develop faculty and peer knowledge of each other and self
   * to develop a sense of trust, warmth, caring
   * to identify each's life line worth of strengths, experiences, likes, abilities
   * to develop a sense of accomplishment and worth

Types of Exercises

   a. Strength bombardment
   b. Highlights of your life
   c. List of 20 things I like to do
   d. Checklist of things I do well

2. Dream future (optional)
   * to unlease unconscious hopes, pictures of the future

Types of Exercises

   a. 5 years in the future--a guided fantasy
   b. Write your autobiography
   c. Write your epitaph or obituary

3. Gaps exercises
   * to surface what gaps there are in what people want to do and what they're actually doing

Types of Exercises Chart

I have been	I am	I am going to	
			physically
			emotionally
			spiritually
			intellectually
			socially

List Areas for Growth

4. Plan of action--a short ranged action plan is now developed by each student (and faculty if they have participated) which is realistic, uses timetables and reinforcement plans. These plans are shared and members of the group assist each other in making suggestions and in offering to help each other carry out their plans.

The workshop format here is, of course, flexible and geared for individual colleges of faculty to mold it themselves. The exercises chosen should not emphasize negative or stressful aspects of students' lives, but rather should be enjoyable opportunities to share with peers and learn at the same time.

Obviously, it is difficult to fully explain the nuances of these exercises in so short a space or to experience the worth of them by this reading, but if some interest is sparked, the reader may investigate the possibilities further.

"INNOVATIVE ADVISING: ONE UNIVERSITY'S STRUCTURE AND SERVICES"

Presenters: **Nadine Emerson**, Advisor, Pre-Health Sciences
Mary Tate, Advisor
Judith Atlee, coordinator
University of Minnesota

This program will be based on theoretical concepts and practical experience. It will begin with the practical - a flow chart of our centralized advising offices, showing their lines of responsibility and communication. The rationale for such a structure will be explained and the perceived advantages and disadvantages of using faculty vs. non-academic advisors to advise students will be discussed. This conversation will lead into a presentation on some of the innovative services, especially group activities, that our non-academic advisors have been able to offer on our campus.

Six different populations that we have chosen to do special programming for will be described and the audience will be divided into small groups to experience several career development exercises we use with our students. Also, samples of handouts and materials used with our students will be distributed.

Then our program will move into its theoretical half. It will begin with a discussion of the need for advisors to be innovative in their outlook on careers. Most advisors and students view careers as they exist today or several years ago, never asking what will the career be like by the time the student graduates and is ready to start work. The program will take one area of the world of work - health careers - and paint a scenario of the changes occurring in biomedical research, in technology, and in attitudes and lifestyles and how these advances could affect the type of jobs available as well as the content of traditional jobs.

The program will end with suggestions for in-service education, ways to promote an innovative environment, and a question and answer period. Hopefully our session will have something to offer to all advisors.

"IVORY TOWER: A SIMULATION OF ACADEMIC PROCESSES"

Presenter: **Suzanne H. Summers**, Director of Freshman Programs, Miami University, Oxford, Ohio

"Ivory Tower" is a three-hour simulation experience developed to teach the basics of the Miami University academic system to persons in high-turnover staff positions. Developed specifically for full-time and graduate student staff in residence halls, the simulation might also be used as an inservice training experience for graduate student teaching assistants, secretarial and clerical staff, administrators and others who have direct contact with students on a daily basis.

The goals of "Ivory Tower" include:

1. To acquaint new staff with the routine processes and procedures of academic life;
2. To heighten staff awareness of the fact that students experience non-academic problems that impinge upon their academic lives; and
3. To familiarize staff with the resources available to assist them in their work with undergraduate students, especially with regard to the resolution of problems.

Twenty-six student profiles describe the individual student roles to be played by up to twenty-six participants. Each profile provides a character sketch which includes name, hometown, academic division, major, test scores, rank in high school graduating class and personal background information. The personal background information introduces at least one source of a potential problem or conflict for the student which will emerge in some form during the simulation.

Each participant must complete a set of seventeen tasks, including:

1. Registering for classes;
2. Changing one's schedule after the initial registration;
3. Petitioning for an exception to an academic regulation;
4. Contacting an instructor;
5. Finding one's classroom buildings;
6. Working with University publications (catalog, course planning guide, guide for new students);
7. Receiving midterm grades;
8. Receiving academic record folders.

The tasks are designed to give participants hands-on experience with the various forms and publications of the institution as well as to introduce "need-to-know" information. During the course of the simulation, each participant receives five messages--each personalized to the character being played. The messages include grades, letters or phone messages from family or local friends and petition results.

The simulation itself is characterized by a great deal of physical movement, a reasonably accurate level of frustration, and a desire on the part of the participants to master the tasks at hand.

Evaluation results from past participants indicate that they find the simulation helpful in their quest to "learn the ropes". As part of an ongoing program of inservice development, the simulation can serve several functions. One participant wrote:

It gave me a good idea of what I need to know and how much I have yet to learn. This experience will, I think, make me more open and receptive to lecture sessions that are coming up; and, in addition, I have a better sense of what a freshman feels like. I had almost forgotten.

Copies of the complete simulation, including instructions for conducting it, discussion questions and evaluation forms are available from:

Suzanne H. Summers
Office of Residence Learning
Miami University
Oxford, Ohio 45056

"ACADEMIC ADVISING ON A SHOESTRING BUDGET"

Presenters: **Dr. Muchree Ward**, Director, Center for Academic Advisement Orientation
Mrs. Bonnie Higginson, Assistant to the Director, Center of Academic Advisement Orientation
Murray State University, Kentucky

One of the main responsibilities of any institution of higher education involves academic advisement of students. Traditionally, administrators have verbally recognized that when faculty advisors are well informed and concerned about assisting advisees, the students tend to gain a sense of purpose and direction which frees energy for realization of academic potential.

Unfortunately, many institutions have failed to back up the verbal recognition of the worth of quality academic advising with rewards or commitments. Rewards, such as tenure, promotion or salary increases, are forthcoming for research, publications, scholarly presentations, or teaching excellence, but fail to appear for quality advisement. When special programs or advisement units are established to concentrate on superior advisement the funding would qualify as a "shoe string" budget.

The purpose of this program will be to explore the practical alternatives when funding is low, personnel few, space small while demands are high, expectations many, and advisees numerous. The basic ideas will be related to actual experiences of one such center implemented for advisement of undeclared students. The regional state institution is located in a rural, mid-western area and has an average enrollment of 7,000-7,500 students with about ten percent of the student body in the undeclared category.

An initial presentation will consist of a brief discussion of several areas of general concern to administrators when faced with limited budgets. Special topics to be considered will include staff budgeting, staff selection, staff training, teaching Freshman Orientation classes, staff assignments, utilization of office space, office furnishing, supplies, evaluation procedures, supervision, advisement, scheduling, dealing with academic difficulities, and personal conferences. Use of appropriate referrals and special in-house services will also be mentioned. Appropriate handouts will be available for all program participants.

The program content should have appeal to several groups but particularly to new directors of advising programs who are currently faced with very limited budgets. The information will also prove beneficial to persons interested in advising of undeclared students or those interested in peer advisors.

"ON DEVELOPING AN EFFECTIVE DECENTRALIZED ADVISEMENT SYSTEM"

Presenter: **E. Bruce Potter**, Associate Dean, University College, University of New Mexico

The presentation is to be a broad review of an effective, decentralized, university advisement system. The focus will be upon dimensions which have evolved as significant in the functioning of the system.

The presentation will encompass both theoretical and practical elements, through lecture with a variety of visual materials, and will include a question and answer period. An appropriate audience would be directors of advising programs and experienced advisers.

Coordination among the ten autonomous college-level advisement centers on the main campus of the University of New Mexico has prompted staff awareness of five fundamental dimensions underlying the effective functioning of such a system. The nature and significance of these dimensions will be discussed.

Dimension 1: Advisement Philosophy. Clarification of the operational philosophy is essential, in an effective system. Pervasive role conflict, for example, appears to be inherent within an advisement system which seeks to provide service based solely upon student need, while, at the same time, deriving its funding primarily on the basis of serving institutional needs.

Dimension 2: Advisement responsibility. The locus of responsibility for advisement within the university structure is significant. In this decentralized system the responsibility rests with the college (as a sub-unit of the university). The advisement centers are thus accountable to the individual colleges rather than to a university-wide office. That the line of authority-responsibility is through the college dean to the faculty of that college, has particular advantages and disadvantages.

Dimension 3: Staffing. Differing types of staffing have evolved among the several centers, according to need. Some utilize full-time instructors/administrators who advise as a part of their total responsibilities; others utilize released-time faculty; others use clerical-level persons; some have specially-trained persons whose sole responsibility is that of advisement; other centers utilize combinations of these staffing types. These differing types of staff serve differing and distinctive student needs.

Dimension 4: Staff Development and Training. This dimension has particular significance in a decentralized system. If there is to be coordination, common definitions, comparability of purposes, and validity of data among the autonomous centers on a campus, cooperation in this dimension is essential.

Dimension 5: Basic Types of Advisement. Four fundamental types of academic advisement have evolved: Clerical; Explanatory; Analytic; Therapeutic. A systems model has been prepared.

"ORIENTING NEW STUDENTS TO FACULTY ADVISING SYSTEMS"

Presenter: **Dr. Robert E. Gardner**, Director of Advising, College of Engineering, Cornell University

Every institution has an orientation period designed to acquaint students with their new environment, but relatively few of these include an orientation to the advising system. This is unfortunate, because in most institutions, the advising system is as different from secondary school as the class schedule, the living arrangements, etc. One result of this shortcoming of orientation exercises is that students do not use the advising system effectively, for precisely the same reasons that they do not use the library systems effectively unless they are taught how to use the reference materials, card catalogs, etc.

This program addresses itself to the problem of orienting students to a new advising system, one in which services are delivered by faculty rather than guidance personnel. The focus is therefore on understanding faculty and their role in the institution and on learning techniques that are necessary for successful interaction, techniques that secondary school students may not have much chance to practice in their limited contact with adults in a professional role.

Orientation topics that move toward these ends will be considered and described: videotapes of interviews with faculty advisers, tips from departmental secretaries, comments from students in the institution, and suggestions of successful techniques from student personnel will be included. Orientation exercises designed for use by faculty advisers during the orientation period will be presented as the second stage of the total orientation process.

Participants will be asked to volunteer ideas and suggestions that have proved successful on their campuses. Attention will be directed to the problem of getting an orientation to the advising system into the activities of the orientation period, which is often crowded with "more important" activities. The objective will be to encourage all participants to develop an orientation for their institution and to give everyone some basic tools and ideas to begin this program.

"ADVISING THE LIBERAL ARTS STUDENT--FROM ORIENTATION TO DECLARATION OF MAJOR"

Presenters: **Dr. H. Rosalind Cowie**, Assistant Dean, College of Arts & Sciences Georgetown University
Dr. J. Richard Arndt, Coordinator Advising Services, California State University, Fresno, California

PROGRAM SUMMARY

The central problem in advising the undeclared liberal arts student is that of conveying to the student the philosophical rationale of liberal education, and in the light of this philosophy, justifying the particular requirements and programs. This session was a discussion of the successes and failures of the Georgetown experience.

NATURE OF THE COLLEGE

The College of Arts & Sciences is a Catholic, Jesuit, liberal arts school, one of five undergraduate schools in the University. There are approximately 475 freshmen each year; 375 are undeclared and are in this program. The remaining 100 are science students and are divided directly by the departments. The students are in general extremely bright and well-prepared and are drawn from all over the United States and from foreign countries.

The college offers a value-oriented education, both depth and breadth, which aims to develop the individual student in service to the community. This broad goal translated into the terms of the curriculum means distribution requirements, including theology and philosophy, a major and an emphasis on service programs.

AIMS

Orientation and advising are seen as one continuous activity designed to:

1. assist each student to understand the goals of liberal education.
2. identify his own education goals in the context of liberal education.
3. help him to make program choices, consistent with his educational goals.

The importance of providing accurate information is assumed, as is the effort to maximize contact and rapport with the adviser.

We do not claim originality, but we do have a program that works for us.

ORIENTATION

Through Orientation we move the freshmen into the appropriate classes, consistent with our aims and paying heed to the diversity of their backgrounds.

WHAT WE DO

Summer Mailings--letter on curriculum from Dean's Office.
--letter of welcome from faculty and student advisers.
--questionnaires, asking for tentative course choices and a statement about educational goals.

These mailings stress the notion of liberal education. They strongly suggest that the aim of the first two years is to explore as many fields as possible. Students are urged to be as relaxed as possible about their major choice.

ARRIVAL ON CAMPUS

Day 1--Dean's Assembly--consisting of formal presentation by Dean and a faculty presentation tied to summer readings or a film. The blend of personalities in the faculty presentation here is crucial.
--Test in English, mathematics and foreign languages.
Day 2--Adviser meetings, with student and faculty advisers. A seminar is held at which the faculty presentation and readings and/or films are discussed; registration materials are distributed; and individual meetings are scheduled.
Day 3--Individual meetings between faculty and freshmen.
Day 4--Registration preparation meetings and registration.

ADVISING

The advising is done by faculty and is dispersed, not centralized. The current system was developed in 1973-74. Twenty-faculty are assigned 15/16 students at random. The advisers are generally young, and recruited for their interest and approachableness; frequently they teach freshmen courses in English, theology or philosophy; they must be committed to liberal education. There is no compensation, but a letter of appointment is sent from the Dean. At the end of the year, letters of thanks are sent, with copies to department chairmen and the Provost.

Each faculty adviser is assisted by an upper-classman who is usually recruited by the faculty member. Students are in most cases honored to be asked and are extremely effective.

The contacts, then between freshman and adviser consist of:

--summer letter.
--dean's assembly, a common experience.
--small seminar--subject matter and experience in common--an attempt to combine the teaching and advising roles.
--individual meetings--adviser has test scores, SAT's, high school class rank, A.P. credit awarded and questionaires. At the end of this meeting the adviser must sign registration card.
--mandatory meetings at pre-registration in November and April.
--at least one group social event--a wine and cheese party, dinner in the residence hall, trip to the monuments, to the theatre, etc.

TRAINING

The training is similar for both faculty and students. In May, a session is given on counseling techniques and on common problems.

In August, shortly before the students arrive, there is a second session:

- --the assistant dean discusses the philosophy of the College,
- --the curriculum is described in detail,
- --orientation plans are explained, with emphasis on the questions they raise about liberal education,
- --discussion of most commonly asked questions,
- --two or three typical cases,
- --stress on personal interest on part of advisers,

An additional help if the Adviser's Handbook which is an expanded version of the Undergraduate Bulletin, but with the additions of sample programs for the first two years and a complete description of resources on campus.

SPECIAL ADMISSIONS STUDENTS

These students may include high risk minority students, alumni sons and daughters, children of potential benefactors, or ambassador's children. Other resources for these students are the Center for Minority Student Affairs, the Foreign Student Adviser, and the Counseling Center. They are monitored more carefully from the Dean's Office and frequently take a lighter load. They may attend a pre-freshman year summer program.

SOPHOMORE YEAR

The system described here is in effect until Spring pre-registration in the sophomore year when students must declare a major and secure an adviser in the major department. This is the weak spot in the system because formal meetings with the adviser are not built-in and also because sophomores tend to be more independent. Frequently, however, the undeclared student feels more pressure than ever because he is in fact having to face the task of choosing a major.

EVALUATION

Informal evaluation is on-going in that the assistant dean for freshmen and the freshman counselor see every student at least once. A formal evaluation was carried out this past year with the assistance of the Psychology Department.

The majority of the students rate the system as successful if they use it: 74% - 94% deem it adequate or very helpful. A finding of some concern, however, was that a surprisingly low number of students, in some cases, seek help. For example, 84% of the students said they asked their adviser about curriculum requirements; We ask, what about the other 16%?

This one vital element that the orientation and advising system is to transmit is the values of liberal education--which is an intangible and virtually impossible to measure.

FUTURE

With pre-registration of freshman by mail a real possibility for the future, we hope to assign advisers on the basis of course choices, thus strengthening the mutual bonds between adviser and student. These registrations will be examined and approved in the Dean's Office during the summer, leaving the Orientation period free for more adventurous programs on liberal arts.

CONCLUSION

The transmission of the philosophy of liberal education is an intangible process that resists measurement. The key is, in our opinion, the attitude towards the orientation and advising system in the Dean's Office, an attitude that must be transmitted to the advisers who in turn transmit it to the students. While there are all kinds of efficient systems for "processing" students, the commitment to liberal education on the part of the administration and faculty is crucial in the liberal arts college.

"INITIATING A CENTRALIZED ADVISING SYSTEM"
Presenter: **Carol R. Patton**, Director of University Advisement, Texas Christian University

The program will include practical tips and caveats for initiating a system of centralized coordination of departmental advisement by faculty with particular emphasis on the undeclared or pre-major.

The primary purpose of the session will be to follow up the introduction of the TCU model at last year's conference. At that time the system was barely inaugurated, having combined several existing programs into a single, centralized effort in the hope of improved advising and increased retention. Thus, the program will be aimed at those who expressed interest in the outcome at the last conference and others who are interested in starting a centralized advising system.

Now a year later--and a year wiser--we'd like to share some of the tips we've learned on getting such a program underway and recount some of the "fine tuning" we've done in the initial phases. Included will be strategies for enlisting faculty and administrative support, building faculty advising skills, gaining campus visibility, finding available resources on a limited budget, and using a computer for effective support. We will also look at results of retention studies that have been underway since the program's inception.

The system, which is already achieving results, is one which is easily adaptable to any existing decentralized advising program and at an affordable cost, requiring only one professional staff member with appropriate clerical support and minimal administrative and programming funds.

"PEER ADVISORS: TRAINABLE AND INITIALLY SUSPECT: A FIVE YEAR DEVELOPMENTAL HISTORY--AN ENCOUNTER"
Presenter: **Richard E. Friedman**, Assistant Dean McMicken College of Arts & Sciences University of Cincinnati

Students refer students to other students for answers to questions such as "What is a good course?" "What is a required course?" "Which courses are relevant?" "What is required in a given course?" "Who is a good teacher?" Faculty initially consider students or peer consultants as suspects, perhaps threatening as saboteurs, anti-intellectual and biased. The experience of numerous training sessions indicates that this pathology is initially true. Coincidentally faculty behavior is at the outset quite similar. The ability to display objectivity comes through extended training and experience. The selection method for including a student in our course--Academic Advising--depends little on questionnaires, interviews, course background or major area. Some students from outside the McMicken College of Arts and Sciences have gone through the course for some experience. One important benefit of the peer program is the development of the peer advisor as a human being. The only criteria for entrance in the course is a willingness to spend time in a regular advising setting and to complete 25 hours of classroom sessions. Some advisors are good at what they do from the beginning. Others are awkward, need to be watched, teamed with others, prevented verbally and publically from making damaging errors. That is the obligation of training just as it is to utilize the student who from the outset has the knack for advising. It should be remembered that there are two individuals who are being helped, the student advisor and his/her current or future advisee. Removing a student advisor from the program could be a criticism of the program more than the advisor.

The training period should include several phases that are most beneficial. Each new group or class should be made to feel like a team, a congenial bunch of friends. The trainer must be a member in good standing. Failure to make this entry may be critical to the success of the group. In a sense, this group or class becomes a paradigm or microcosm of a good advising relationship. Helping skills and important information is passed among friends.

The selection of appropriate games and internal workshop experiences should continually be examined. If a student is going to consult with another student about goals and options, it is clear that goals and option baggage must accompany the peer advisor to the session. It is not, however, required that the peer advisor already possessed his or her goal, plan, and/or options. One of the most intriguing aspects of the peer advising encounter is that both individuals gain something from it. Both individuals are altering or reshaping some behavior pattern. Training sessions that involve role-playing, interpersonal communications, strategies for creating a sense of objectivity and the like

are most helpful. There are virtually a myriad of games, readings and exercises that can be adopted for this purpose. Sometimes it depends on the particular individuals involved in a group whether a game, reading, or exercise is effective. The failure to benefit from a specific exercise is just as interesting and appropriate a learning experience as a successful one.

The training program includes:

1. Written analyses of problem-solving case studies.
2. Selected readings of topics on higher education. This is kept to a minimum since experience has shown a certain lack of significant benefits.
3. Following the training period each peer advisor develops his or her advising skills in the College Office atmosphere with "close at hand" administrative and professional assistance. Experience here has not allowed the farming out of students to departments. Faculty members as a rule do not or will not become good coaches.
4. Peer advisors earn between two and eight elective credits for their efforts in any one year. Faculty approval is not easily gained but once accomplished the faculty and staff of the College learn to depend on this kind of advising assistance. It is a mistake to believe that course granting approval is to be gained by calling the course a psychology course or a communications course. It is not. It is an advising course and should be presented as such. Burying it in a department or attempting approval by analogy with other offerings is treacherous. Such an approval technique is a significant comment on the willingness of all involved to accept peer advising.
5. Peer advisors contribute to a common log which facilitates communication with the group, keeps records of who is seen, what has been said, student satisfaction or dissatisfaction or the like.
6. Peer advisors occupy an Arts & Sciences Academic Advising Center. The space is adjacent to the main administrative office of the College. It is easy to refer students to the Center, actively participate in it, supervise and collaborate.

SPECIAL PROJECTS FOR PEER ADVISORS

1. High school student recruitment. The best recruiter that any college has is a student spokesman. Peer advisors like to "show off" the place and the College throws in lunch. Campus tours are pre-arranged for parents and "sniffing" students. Sessions include dormitory lunches, class visitations and shared experiences.
2. Peer advisors coordinate, with limited supervision the entire pre- or priority registration period for the College. This occurs during two weeks of every quarter from 8:00 a.m. to 5:00 p.m. Peer advisors distribute, collect and facilitate all forms, packets and material during this period. Their skills are initially shown to the students during this period.
3. Each summer, peer advisors participate programmatically in the month long July orientation sessions. Their charm and expertise allow them to advise and relate to students and accompanying observing parents.

THE MESSAGE OF THE PEER ADVISOR: SOME OBSERVATIONS

Several thoughts on the message of the peer advisor leads to one of the unique aspects of the academic advising process. In many settings, a number of sophisticated undergraduates can be complementary and supplementary to an advising system. There are many issues of concern among students which can be more comfortably and creatively handled by advanced undergraduate peer advisors. All of the role-modeling, empathy and "I have experienced that myself" is present. Frustrated and anxious pre-medical students can be given confidence and direction by senior medical school applicants. Graduate sudents may be just "too professional." The institutionalized dormitory, roomate experience provides the key to the advising encounter. The advising encounter simply put is a confidence session.

The peer advisor has formalized the giving of confidence. They are supportive, reassuring, probing, and prodding. Peer advisors are tranquilizers. When people ask to have their automobiles repaired, most of the time, they know what repairs are necessary. The auto mechanic becomes a consultant on a distinctly different level. The mechanic assumes the role of a friend. The scenario goes as follows--"Will my car be all right? Will it last the winter, the year, if I have those parts replaced?" inquires the automobile owner. The mechanic friend nods and responds, "Sure, it'll be fine." Affirmative answers to these questions are never meant to be absolute ones, those that will stand for all time. Positive answers to questions like, "Will this major be of interest for me? or Will it provide me with a good credential for a job or will this course be helpful to me?" are also not meant to be absolute answers. Answers to these questions are meant to give confidence. An advisor's response in these cases include phrases like--"It sounds interesting" or "it certainly could" or "your plan is a good one" ("new spark plugs, yes, it should make the difference"). Academic advising, simply put, may be ephemeral supportive helpful answers that give the questioner confidence.